

Richmond S.S. Guidance function of the junior high school assembly...



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Thesis

THE GUIDANCE FUNCTION OF THE JUNIOR HIGH SCHOOL ASSEMBLY
WITH PARTICULAR REFERENCE TO PROGRAMS IN DRAMA

Submitted by

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(A.B., Muhlenberg, 1928)

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the degree of Master of Education

1939

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CHAPTER I

INTRODUCTION

Purpose and Procedure

To examine guidance function of the junior high school assembly.-- The purpose of this study is to examine the guidance function of the junior high school assembly and to provide original assembly programs, particularly in drama, that illustrate the means by which this function might be realized.

Procedure followed.-- A brief history of the guidance movement and a definition of guidance suitable to the purposes of this study are followed by an examination of the place of the junior high school in the American school system. The functions peculiar to this unit are indicated with special reference to those that are definitely guidance functions. The contribution of the assembly to these is indicated by an examination of the history, purposes, and present uses of the assembly in certain phases of guidance. Original plays that would aid the assembly in its guidance function are given along with other suggested programs.

Delimitation

Phases of guidance considered.-- Of the many phases of

guidance, four are considered in this study in reference to the function of the assembly. They are vocational guidance, leisure-time guidance, orientation, and ethical or moral guidance.

Techniques employed.--- Of the numerous techniques employed in presenting assembly programs, four are considered. They are the drama, the debate, the talk, and the motion picture. Of these the drama, because it is one of the oldest methods of teaching and because it offers an opportunity for both pupil and audience participation, is considered most important; and emphasis is placed upon the use of original plays in assembly programs of guidance.

The study is concluded with a summary, suggestions for further study, and a bibliography of sources used.

CHAPTER II

GUIDANCE IN EDUCATION

Growth of the Guidance Movement

The beginning of the organized guidance movement in America.-- The organized guidance movement began in this country with the founding of the Boston Vocation Bureau in 1908.^{1/} Dr. Frank Parsons, who as Director of the Breadwinners' Institute had given much help and advice to men and women in securing a vocation and selecting a job, was instrumental in its founding. A committee was appointed by the Boston School Committee to investigate the possibilities of giving vocational advice, and in 1910 a report was made that there was a vocational counselor in every public school in that city. At the same time other groups in other parts of the country were active in organizing vocational guidance. In 1913 the National Vocational Guidance Association was founded in Grand Rapids, Michigan.^{2/}

Rapid growth of movement caused confusion in meaning of terms.-- Progress in the movement at first was slow, but in recent years the growth has been so rapid that few education-

^{1/} Arthur J. Jones, Principles of Guidance, Second Edition, McGraw-Hill Book Company, New York, 1934. p. 423

^{2/} Ibid., p. 424

al institutions have escaped its influence.^{1/} This rapid growth has brought forth many problems, a number of which are centred around the terminology in the field. The result has been confusion as to the real meaning of the term guidance, not only on the part of the public, but also on the part of leaders in the educational field as well.^{2/} Some of these leaders use qualifying adjectives at all times and treat of educational and vocational guidance ^{3/} or moral guidance;^{4/} others use the term guidance and treat of its phases.^{5/}

Definition of guidance suitable for this study.-- This study is not primarily concerned with the number of definitions of guidance;^{*} but it is concerned with giving a definition of guidance that will not be so broad as to include

1/ A. H. Edgerton, "Guidance in Transition from School to community Life" in Thirty Seventh Year Book, Part 1, National Society for the Study of Education, Public School Publishing Company, Bloomington, Ill., 1938. p. 229.

2/ John M. Brewer, "Let's Speak the Same Language", Occupations Magazine, Vol. XII, (May 1934) p. 5-12.

3/ National Vocational Guidance Association, Tentative Statement of Principles, 1937.

4/ Jesse B. Davis, Vocational and Moral Guidance, Ginn and Co., Boston, 1914, p. 17-18

5/ Leonard V. Koos and Grayson Kefauver, Guidance in Secondary Schools, The Macmillan Company, New York, 1934, p. 15.

* A review of some of the important definitions of guidance offered since 1899 can be found in Guidance in the Junior High School, Burton E. Davis, Ed. D., Yamagada Press, Yokohama, 1937. The author points out the various interpretations given to the meaning of guidance and offers some concepts held by junior high school administrators and workers in the field of guidance.

the whole of education, nor so restrictive as not to permit the adequate functioning of the assembly in the guidance program. Guidance, therefore, is a form of systematic assistance by which the individual is helped to make wise choices, adjustments, and interpretations in connection with critical situations in his life. According to Jones ^{1/} this is done through

(1) information that is given him or that he is helped to secure; (2) habits, techniques, attitudes, ideals, and interests that he is helped to develop; and (3) wise counsel, by which assistance is given him to make the choices, adjustments, and interpretations.

Phases of Guidance

The essential unity of guidance.-- Guidance has many phases, although it must not be assumed that there can be any sharp differentiating between these phases. There is an essential unity to guidance in as much as it deals with the whole child and is concerned with the best possible growth of a wholesome, complete personality. Guidance is also concerned with the whole school and is closely interwoven with the purposes and activities of the school.

Difficulty of sharply differentiating between phases of guidance.-- Koos and Kefauver ^{2/} mention two distinct phases of guidance, the distributive and the adjustive, the former

^{1/} Op. cit., p. 49.

^{2/} Op. cit., p. 15.

having to do with distributing youth to educational and vocational opportunities, and the latter with making adjustments to these situations. It is difficult, however, to so sharply differentiate, for many of the phases which may be considered adjustive in nature, such as civic and social guidance as considered by Jones,^{1/} may have vocational implications. Other phases of guidance include moral guidance, citizenship guidance, leadership guidance, health guidance, leisure-time guidance, orientation, and mental hygiene.

1/ Op. cit., Chapter XXII.

CHAPTER III

THE JUNIOR HIGH SCHOOL

Development of the Junior High School Idea

Junior high school developed to meet a need.-- The junior high school was developed in order to serve better the real interests and needs of youth. Although the junior high school as such has been a recognized division of the American educational system for less than thirty years, the need for it was felt in the latter part of the nineteenth century when educators became convinced that the traditional eight-four form of organization was not as effective as it should be.^{1/}

Failure of traditional organization to meet the needs of the individual.-- In the eight-four organization there was an unwarranted high rate of pupil elimination from the sixth grade through the earlier years of the four year high school. Studies made into the causes of this elimination led to the recognition of the wide variety in capacities, interests, and abilities of individuals; and also to the realization that pupils were not being distributed to vocational training and occupational life.^{2/} Again, there was an increased recogni-

^{1/} Leonard V. Koos, The Junior High School, Enlarged Edition, Ginn and Company, New York, 1927. p. 1-6.

^{2/} Loc, cit.

THE
HISTORY OF THE
CITY OF BOSTON

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
JOHN H. COLEMAN
OF THE
CITY OF BOSTON
IN TWO VOLUMES
VOL. I.
BOSTON:
PUBLISHED BY
J. B. LEECH, 15 N. BOSTON ST.
1855.

PRINTED BY
J. B. LEECH, 15 N. BOSTON ST.

tion of the nature of the adolescent child which the traditional school did not realize and for which no provision was made.

Early experiments in traditional organization result in present reorganization.-- Criticism against the traditional plan of school increased, as did experiments in the level against which the criticism was made. As early as 1896 a plan of segregating the upper grades of the grammar school in a separate building under its own administration with departmental instruction was begun in Richmond, Indiana. Attempts were also made to meet the needs of the individual students by differentiating the curricula.^{1/} From these experiments came many viewpoints of reorganization of the traditional eight-four plan, some in terms of subject matter, and others in terms of provisions for individual and social needs.^{2/} This movement for reorganization has brought forth the present junior high school unit which comprises the seventh, eighth, and ninth grades.

Purposes of the Other School Units

Purposes of the elementary unit.-- In establishing the junior high school unit, it became necessary to further define the purposes, or functions, of the other units of the school system in order to determine just what functions were peculiar to this new unit. The elementary unit may be considered as

^{1/} Calvin O. Davis, Junior High School Education, World Book Company, Yonkers, N. Y., 1926. p. 22.

^{2/} Koos, Op. cit., p. 10

comprising the kindergarten and grades one to six. According to Briggs ^{1/} the purposes of this unit are, "to furnish the common training necessary for all children regardless of sex, social status, or future vocation; and second, by means of this common training to integrate the future citizens of our democracy."

Purposes of the senior high school.-- The senior high school may be defined as

that unit which comprises the ninth, tenth, eleventh, and twelfth grades for those who enter from the eighth grade of the grammar school. It comprises the tenth, eleventh, and twelfth grades for those who enter from the junior high school upon completion of the ninth grade.^{2/}

A committee on revision of the secondary school curriculum ^{3/} gives the purposes of secondary education as follows:

to produce in boys and girls the disposition and abilities needed: (1) to maintain health and physical fitness; (2) to use leisure right ways; (3) to sustain successfully certain definite social relationships, civic, domestic, community and the like; and (4) to engage in exploratory-vocational and vocational activities.

The purposes as given by the Department of Superintendence ^{4/} are as follows:

^{1/} Thomas H. Briggs, The Junior High School, Houghton Mifflin Company, Boston, 1920, p. 20.

^{2/} Department of Superintendence, Fifth Year Book, National Educational Association, 1201 Sixteenth St., Northwest, Washington, D. C., 1927. p. 18.

^{3/} North Central Association of Colleges and Secondary Schools, High School Curriculum Reorganization, Ann Arbor Press, Ann Arbor, Michigan, 1933. p. 13

^{4/} Op. cit. p. 19

The senior high school....trying to avail itself of whatever the junior high school discovers in the way of interests and abilities, prepares for certain specific purposes. It may be for college. It may be for state or city normal schools or other institutions of advanced learning. It may be directly or indirectly for business, industrial, or home life.

Peculiar Functions of the Junior High School

Certain functions of the junior high school unit peculiar to itself.-- In order to realize the seven main objectives of education, the junior high school, or that unit which comprises the seventh, eighth, and ninth grades, must have a contribution to make that could not satisfactorily be obtained in the traditional type of organization. It would seem, then, that this unit must have functions which are peculiar to itself. Koos ^{1/} lists these peculiar functions as:

- (1) Retention of pupils
- (2) Economy of time
- (3) Recognition of individual differences
- (4) Exploration and guidance
- (5) Provisions for beginning of vocational education
- (6) Recognition of the nature of the child at adolescence
- (7) Provisions for better teaching
- (8) Securing better scholarship
- (9) Improving the disciplinary situation and socializing opportunities

Agreement among authorities as to these functions.--

From an analysis of the statements of fifty nine public school administrators and twenty college specialists,^{2/} it is evident that there is agreement among them as to these functions. The first eight in the order of their importance are given as:

^{1/} Op. cit., Chapters I and II.

^{2/} Department of Superintendence, Op. cit., P. 20-21.

- (1) Meeting individual differences of pupils- enabling pupils to follow the line of their interests and abilities.
- (2) Prevocational training and exploration resulting in wise choice of later school courses and life work.
- (3) Counseling and guidance - bringing children into contact with influences that should give direction and purpose to their lives.
- (4) Meeting the needs of the early adolescent group.
- (5) Bridging the gap between elementary and secondary schools - proper coordination between lower and higher schools.
- (6) Development of qualities of good citizenship - preparation of pupils to play a larger part in the life of the community.
- (7) Providing opportunity for profitable self activity-early development of leadership, individuality, and initiative.
- (8) Retention of pupils beyond compulsory school age.

Guidance Functions of the Junior High School

Several of peculiar functions definitely guidance functions.-- Although it is difficult to separate these functions and to designate any one or a group of them as being the responsibility of any particular part of the school program, there are several that are definitely guidance functions. Koos ^{1/} mentions recognition of individual differences and exploration and guidance. The same functions are recognized by a group of administrators and college specialists, ^{2/} as well as that of bridging the gap between the elementary and secondary schools. This latter is considered orientation or a phase of guidance. B. E. Davis ^{3/} points out that the junior high school ^{1/} Op. cit., p. 36, and 51.

2/ Department of Superintendence, Op. cit., p. 21.

3/ Burton E. Davis, Guidance in the Junior High School, Yamagata Press, Yokohama, Japan, 1937. p. 30

unit came into existence primarily to meet the needs of the individual student and to bridge the gap between the lower and upper school.

Importance of the guidance functions.-- Briggs ^{1/} in expressing the aim of the junior high school, states, among other things the junior high school should attempt to do, the following:

To ascertain and reasonably to satisfy pupils' important immediate and assured future needs; to explore by means of material worth while in itself, the interests, aptitudes, and capacities of pupils; to reveal to them, by materials otherwise justifiable, the possibilities in the major fields of learning.

C. O. Davis ^{2/} states:

Of all the functions of the junior high school, that which seeks to aid pupils in discovering their own capacities, interests, and distastes, powers, weaknesses, is, in the judgment of the writer, the most important.

Realizing the Guidance Functions

Guidance found in all phases of the school program.--

Since the junior high school has functions which are peculiar to itself, and some of these are definitely guidance functions, the question arises, How shall these be realized? The definition given for this study does not preclude the possibility of finding guidance values in all phases of the program of studies as well as in the entire organization and administration of the school. In school systems in which a well organ-

^{1/} Op. cit., p. 162

^{2/} Op. cit., p. 97

ized guidance program is functioning, all phases of the school become important factors in the guidance program. ^{1/}
As Jones ^{2/} says:

It is very clear that guidance is not something that can be separated from the general life of the school, nor is it something that can be located in any particular part of the school; it cannot be tucked away in the office of the counselor or in the employment bureau. It is a part of every activity of the school.... The problem of organization is one of coordinating the guidance activities of the school in such a way (1) that all the forces of the school shall be brought to bear in a unified and consistent way upon the problem of each child, (2) that definite primary responsibility of parts of guidance shall be placed upon certain individuals and certain agencies.

The contribution of the assembly program to the guidance function the concern of this study.-- From this it is evident that all curricular and extra-curricular activities have functions which are part of the major guidance functions of the whole school unit. Although there may be a difference of opinion concerning the contributions of these activities, their interdependence cannot be denied. ^{3/} This study, however, is not concerned with examining the guidance functions of the curricula, but only with the contributions of one extra-curricular activity, the assembly, to the guidance functions of the whole school.

1/ W. C. Reavis, Programs of Guidance, National Survey of Secondary Education, Monograph 14, Bulletin 1932, No. 17, p. 5.

2/ Op. cit., p. 396.

3/ Ibid., p. 399.

CHAPTER IV

THE ASSEMBLY

Basic Non-athletic Student Activities

Activities essential to a well rounded program.-- Extra-curricular activities have been defined as, "those individual and group activities of students with faculty guidance and oversight and conducted under school auspices which are not directly concerned with regular classroom instruction".^{1/} They may be either athletic or non-athletic. The non-athletic activities are numerous, but three, home rooms, clubs, and assemblies, are considered basic and essential to a well rounded program of activities.^{2/}

Contributions of basic activities to guidance program.-- The important position given to these three activities leads to the question of their contributions to the guidance program of the school. From the definition of guidance given in this study, these activities can contribute to the guidance program and will have a definite guidance function if they

^{1/} Quincy Alvin H. Rohrbach, Non-athletic Student Activities, in Secondary Schools, Westbrook Publishing Company, Philadelphia, 1925. p. 133-134.

^{2/} Joseph Roemer, Charles Forrest Allen, Dorothy Atwood Yarnell, Basic Student Activities, Silver Burdett and Company, New York, 1935. p. 10.

can aid the pupil in securing information, in developing attitudes, skills, interests, habits, and techniques, or if they can make it possible to give a pupil wise counsel when a choice is necessary.

Evidence of guidance function of home room and clubs.--

The guidance function of home room and clubs is recognized. J. B. Davis ^{1/} considers the home room to be the focal point of all guidance, and McKown ^{2/} accords it an important place among guidance activities. The function of clubs has been considered by Kitson ^{3/} and Jones ^{4/} who consider them to be of great value in giving information of a vocational nature and in arousing new interest for leisure-time activities.

Educational Status of the Assembly

Importance of the assembly recognized.-- The third leg of the tripod of basic activities, the assembly, is considered by some authorities to be almost indispensable. McKown ^{5/} says, "the assembly is coming to be recognized as an under-worked educational goldmine, and serious attention is being

^{1/} Jesse B. Davis, in National Association of Secondary School Principals, Committee on Guidance in Secondary Schools, Bulletin No. 19, Cicero Ill., January 1928.

^{2/} Harry C. McKown, Home Room Guidance, First Edition, McGraw-Hill Company, New York, 1934. p. 38-39.

^{3/} Harry D. Kitson, "Extra-curricular Activities as a Means of Guidance", Vocational Guidance Magazine, Vol. IV (May 1926) p. 357-361.

^{4/} Op. cit., p. 251.

^{5/} Harry C. McKown, Assembly and Auditorium Activities, Macmillan Company, New York, 1931. p. 25.

devoted to intelligent methods of capitalizing it as such."

The importance of the assembly can be more clearly indicated by an examination of some statements made in defining it.

Definitions indicate the social value of assembly.-- Mc-Kown ^{1/} quotes the definition given by Martha Fleming in the Francis W. Parker Year Book as classic. It is:

The morning exercise is a common meeting ground; it is the family altar of the school to which each brings his offerings - the fruits of his observations and studies or the music, literature, and art that delights him; a place where all cooperate for the pleasure and well being of the whole; where all contribute to and share in the intellectual and spiritual life of the whole; where all bring their best and choicest experiences in the most attractive form at their command.

A more recent definition is that given by Roemer, Allen, and Yarnell: ^{2/}

The assembly is that all school activity in which pupils and teachers participate for the unification and enrichment of school life. It is an activity made up of both curricular and extra-curricular phases, yet greater than either or both for integrating the entire life of the school.

A definition which stresses the social value of the assembly is given by Rohrbach, ^{3/} "the assembly is the great forum of the school in which vital contacts are made with larger interests of civic, national, and international communities.

E. K. Fretwell ^{4/} calls the activity "the town meeting of the school", and C. O. Davis ^{5/} quotes from the Detroit Education-

1/ Assembly and Auditorium Activities, Op, cit., p. 1-2

2/ Op. cit., p. 305-306

3/ Op. cit., p. 133-134

4/ Elbert K. Fretwell, Extra-curricular Activities in Secondary Schools, Houghton Mifflin Company, New York, 1931, p. 6

5/ Op. cit., p. 354.

al Bulletin the following:

The auditorium should be the place in our educational system where children learn to be social beings, to make the most of themselves, and to cooperate with others in making the most of themselves. It should be a sort of clearing house for all the other branches of the school world, a focus of knowledge and activity, and a source from which should come desire for further knowledge and ability to use well in life the knowledge already acquired.

These authorities are agreed that the assembly is a whole school activity for social education, that it is an activity in which student life may be enriched by the presentation of higher ideals and interests, and that it is an activity in which pupil participation is essential.

Historical Development of the Assembly

Present assembly outgrowth of the college chapel.-- The assembly has not always occupied such an important place in education nor have its potentialities always been recognized. Its present position is the result of the recognition of the social needs of the pupils. The first assemblies were held in colleges as daily devotional periods or chapels. As the secondary schools grew they were largely influenced by the colleges and they borrowed, among other things, the collegiate daily chapel period. At first it was given over to the singing of hymns, reading of the Bible, and to occasional talks given by local clergymen and laymen. The devotional aspect of this daily chapel period was further emphasized by the requirements of many states that the Bible be read in all public schools daily. Quite naturally the monotony of this

period created a dislike for the activity among the pupils.

Social phase of assembly assumed importance.-- A change in attitude toward the daily chapel began about forty years ago ^{1/} with the publication of the Francis W. Parker Year Book, "The Morning Exercise as a Socializing Influence". In this publication was a wealth of material that indicated the social possibilities of the assembly period. As the change gradually took place, the devotional aspect was not taken away, but the social aspect was enriched and enlarged. Many school officials, realizing that subject matter of the curriculum was not meeting the social needs of the pupils, turned to the assembly as a means of creating a unified school spirit.

More and more criticism was aimed at the old type of assembly; and as experiments in secondary education increased, and emphasis shifted from subject matter to the needs and abilities of pupils, educators began to look more and more to the assembly as an important period in school life.^{2/} Aims and objectives were formulated in order that the functions of this activity might better be realized.

Objectives of the Assembly

Significant agreement among educators.-- Much has been written on the purposes or objectives of the assembly. Fret-

^{1/} Roemer, Allen, and Yarnell, Op. cit., p. 309

^{2/} Harry C. McKown, Extra-curricular Activities, Macmillan Company, New York, 1927. p. 69-70.

well ^{1/} lists forty things the assembly should do and considers six of these in detail. They are, " the assembly as a means of guiding the formation of intelligent public opinion, of exploration, of integration, of deepening interests, of developing appreciations, and of celebrating special days." ^{2/} Among the objectives of the assembly listed by Wagner ^{3/} are, " To unify the school, to induce right attitudes and ideals, to create desirable public opinion, and to present interesting things from various departments of the school. McKown ^{4/} sums up the objectives of the assembly as given in the literature of this field in the following manner:

A great number of arguments justifying this period [assembly] and its activities have been advanced. These have solidified into more or less commonly recognized educational objectives, the more important of which appear to be the following:

- (1) To unify the school
- (2) To educate the school in the common or integrating knowledges, ideals, and attitudes.
- (3) To motivate and supplement class room work.
- (4) To widen and deepen pupil interests.
- (5) To inspire to worthy use of leisure time.
- (6) To develop the aesthetic sense of the pupil.
- (7) To instill the commonly desired ideals and virtues.
- (8) To develop self expression.
- (9) To emphasize correct audience habits.
- (10) To recognize publicly worthwhile achievements.
- (11) To promote intelligent patriotism.
- (12) To correlate school and community interests.

It is significant that there is a close agreement among these

^{1/} Op. cit., p. 209-210.

^{2/} Ibid., p. 221

^{3/} M. Channing Wagner, Assembly Programs, A. S. Barnes and Company, New York, 1930. p. 16.

^{4/} Assembly and Auditorium Activities, Op. cit., p. 5-11

authorities as to the objectives of the assembly, and that these objectives show a close relationship to the social-civic, economic-vocational, and individualistic-avocational aims of secondary education.

Relationship between objectives of assembly and peculiar functions of junior high school.-- That there is also a potential relationship between the objectives of the assembly and the peculiar functions of the junior high school is also recognized. Koos ^{1/} acknowledges this association between the functions of activities, of which the assembly is one, and the peculiar functions of the junior high school. He says that if properly administered, the activities may, among other things, encourage self direction in pupils, aid in guidance, help the pupil to explore his special propensities, and sometimes, through participation, mark the beginning of vocational training. Pringle ^{2/} states,

These and other functions of the school assembly are realized because of its effectiveness as a means of developing esprit de corps. Mutual interest and a sense of unity are satisfying, but especially to young people, who are eager and anxious to extend their social horizon; because of their rapidly developing social interests, we should expect this feeling of unity to be more desired and effective in the adolescent portion of the junior high school. Such a feeling of unity not only brings satisfaction to the individual, but it also increases social effectiveness.

Contribution of assembly to peculiar functions.-- The

1/ Op. cit., p. 427

2/ Ralph W. Pringle, The Junior High School, First Edition, McGraw-Hill Company, New York, 1937, p. 319.

contributions of the assembly to the peculiar functions may be very liberal and include virtually all of them. If the assemblies follow the precepts laid down by Pringle 1/ and are interesting, instructive, and inspiring, they may contribute to the function of retention of pupils by providing an interest that transcends any interest outside of school. They may also aid in the function of securing better scholarship by recognizing publicly worthwhile achievement. That they may contribute to the improvement of the disciplinary situation is the opinion of Koos.2/ To those functions that are definitely guidance functions, the assembly may contribute much. Programs in the assembly may aid in the recognition of individual differences, in developing ideals, interests, techniques, habits, and attitudes, in furnishing accurate vocational information, in developing new leisure-time interests, and in bridging the gap between the lower and higher schools. It is with the contribution of the assembly to these guidance functions that this study is primarily concerned.

1/ Op. cit., p. 325

2/ Op. cit., p. 427

CHAPTER V

THE GUIDANCE FUNCTION OF THE ASSEMBLY

Guidance Values in Assembly Programs

Objectives of assembly programs important determiners of guidance function.-- A school should utilize all its forces to assist the pupil in making wise choices, adjustments, and interpretations in connection with critical situations in his life by (1) giving him or helping him to secure information, (2) by helping him to develop habits, techniques, attitudes, and interests, or (3) by wise counsel. This is in agreement with the statement made by Jones^{1/} who says that among the needs of guidance today are

a complete listing and description of the situations in the lives of young people that call for guidance, with especial reference to the most important ones--the times of crisis; devising ways in which adequate and proper help can be given to meet these crises; utilization of all the forces in school to give the needed help; and organization of the school in all its phases, curriculum, school life, management, etc., so that the guidance program can be carried out most effectively.

In a school which was so organized, the assembly would have its place in the guidance program, and its function would be determined largely by the objectives of the programs presented. If the assembly could aid in meeting any one or a number of the recognized needs through programs that have commonly accepted

^{1/} Op. cit., p. 438-439

educational objectives, then its function in the guidance program of the school would be evident.

Information given through assembly programs.-- Any information given a pupil through assembly programs that would aid him in making wise choices, interpretations, and adjustments in connection with critical situations in his life would have guidance value. This information might be very limited or very general; it might be information about the school, its activities, history, curricula or personnel; it might be information about the community, the state, or the nation; it might be general or specific information about occupations, the world of work, or the people in it; it might be information about leisure time activities - in fact, this information might cover the whole range of pupil interests and educational objectives. But since this information should not be given haphazardly, and since no assembly program should be presented without a definite educational objective, it follows that this information should be so organized as to achieve certain desired results. At the same time the program should conform to the principles laid down by Pringle ^{1/} and be inspiring, instructive, and interesting. They should also provide for pupil participation.

Giving information in certain phases of guidance.-- Much information that could be given pupils in assemblies could be ^{1/} Op. cit., p. 321.

incidental to the program, being given as special announcements by administrators, teachers, or pupils. With this information this study is not concerned, nor is it within the scope of this study to explore the whole range of pupil interests on which information might be given. There are three fields, however, very definitely within the province of guidance, which will be considered. These phases of guidance are (1) vocational, information pertaining to occupations, (2) leisure time, information pertaining to leisure time activities, and (3) orientation, information pertaining to adjustment in a new school environment.

Presenting Occupational Information

Need for occupational information great.-- Under this country's present economic order, with ever changing industries demanding thousands of workers in many thousands of different kinds of vocations, it would seem that a young person should receive as much information about vocations as possible before he has to make a definite choice that will match a vocation with his own interests and attitudes. It was to meet this need of information that the guidance movement began ^{1/} and the need at present seems even greater than it was in the beginning of the movement.

Means of imparting occupational information.-- Numerous procedures have been proposed and are in operation to give ^{1/} Jones, Op. cit., p. 423.

this information to pupils during their school careers. Outstanding among these is the organized class in occupations, sometimes called vocations or life career courses. The importance of this course is generally conceded. In a survey conducted by Koos and Kefauver,^{1/} sixty-five percent of the junior high schools reporting had courses of this type. The major purposes of this course are as follows:

The first is to give information about occupational conditions and opportunities and to develop an understanding of occupational problems intended to qualify the individual to make the choice of an occupation and to contribute to success in it. The second purpose is social in nature; it gives an understanding of the interdependence of people in different occupations, the social contributions of all worthy occupations, and the working conditions of vocational groups, an understanding believed to develop sympathy with and toleration of people in vocational groups other than one's own.^{2/}

Mildred E. Lincoln ^{3/} lists fourteen vocational objectives and seven educational objectives for courses in guidance or occupational life.

Need for more than one agency to impart occupational information.-- The fact that this one procedure is used more than any other in imparting occupational information does not mean that it alone is adequate. Other agencies are used for this purpose. In fact it is considered important to use as ^{1/} Op. cit., p. 71.

^{2/} Ibid., p. 72.

^{3/} Mildred E. Lincoln, Teaching About Vocational Life, International Publishing Company, Scranton, Pa., 1937. p. 8-9.

many as possible. Koos and Kefauver^{1/} state:

No one procedure is adequate, but each can make its contribution to a comprehensive program of guidance. There is need to caution against the error made in schools of developing a few activities to the neglect of all others and then assuming that adequate provision has been made for informing students about educational and vocational conditions and opportunities. Students who pass through schools carrying on many of these activities will have a much broader basis for decisions they are required to make than those who pass through schools with one or a few only.

The use of the assembly for imparting information.-- It does not appear to be satisfactory, therefore, for the school to confine itself to one agency only for imparting occupational information. It is in this that the assembly can perform a guidance function. A program based upon the accepted educational objectives of (1) widening and broadening student interests or (2) supplementing and motivating classroom work, [or both] could be so arranged as to give occupational information. As such it could be supplementing the work done in the class in occupational life. That the assembly has been used for this purpose is evident. Lincoln^{2/} states:

In some schools assembly programs are used to present educational and vocational opportunities to pupils through speakers, radio, motion pictures on vocations, and dramatizations of scenes from the world of work. While these are not usually considered sufficient of themselves, they are an interesting means of supplementing classroom and other methods of imparting information.

In the 37th Yearbook of the National Society for the Study of Education,^{3/} Allen suggests the possibility of using the

^{1/} Op. cit., p. 158.

^{2/} Op. cit., p. 28-29.

^{3/} Op. cit., p. 161.

assembly for disseminating occupational information, but calls attention to the fact that this method has a wide spread and might be considered "gun-shot" in its application. While not questioning the contention that such information might be given more effectively to smaller groups where there were more common problems, this study would point out that one of the objectives of the class in occupational information which the program is supplementing is social in nature and seeks to develop an understanding of the relationship between people in different occupations. It would seem that this social problem is common to all pupils in the school. As McKown ^{1/} puts it:

In any case the assembly program offers a supplementary opportunity to give additional "slants" on the various careers. Even if the student has already chosen his occupation, assembly programs depicting the history, importance, work, and remuneration of others will be valuable in educating him to an understanding of the relationships of those various phases of society at work.

Presenting Leisure Time Information

Preparation for worthy use of leisure a problem confronting schools.-- The wide spread movement toward reduced daily and weekly working hours has increased the amount of free or leisure time for practically all individuals within the past decade, and there is little evidence that it will be reduced in the future. On the contrary, there are indications that it may be increased.^{2/} The schools, therefore, are confronted with

^{1/} Assembly and Auditorium Activities, Op. cit., p. 277.

^{2/} Jones, Op. cit., p. 381.

the task of preparing pupils for more adequate and worthy use of leisure time. This is considered as being "possibly the greatest single problem facing education today."^{1/} Proctor ^{2/} says of it,

If the individual is to develop completely his personality and take his full pleasure and responsibility in the life of the community, the cultivation of healthful, stimulating recreations and avocations is fully necessary as the selection of and preparation for a vocation.

Problems of leisure time guidance.-- There are many problems that arise in connection with leisure time guidance, but in general they may be considered as largely problems of introducing the pupils to worthwhile activities and aiding them in developing a wholesome interest in them. According to Jones, ^{3/} "they center around choice of leisure time activities, choice of methods of training for such activities, and adjustment to leisure time activities."

Entire school program contributes to leisure time guidance.-- It becomes evident, then, that the entire school program can contribute to leisure time guidance. The subjects themselves may promote skills in reading, writing, art, music, home economics, or industrial arts; school athletics may develop skills and interests in recreational activities; clubs may develop new avocational interests or hobbies; student government may give the pupils opportunities to acquire informa-

^{1/} Jones, Op. cit. p. 382.

^{2/} William Martin Proctor, Vocations, Enlarged Edition, Houghton Mifflin Company, Boston, 1933. p. 382.

^{3/} Op. cit. p. 385.

tion about forms of government and to develop right attitudes toward participation in community affairs; and assemblies may function by giving information concerning available activities and toward developing skill in some of these.

Function of the assembly in leisure time guidance.-- The statement is made by Jones ^{1/} that

Intelligent choice and wise planning of leisure time activities are dependent upon knowledge of the different types of such activities, skill in their use, and real interest and desire to participate in them.

It is here that the assembly can best exercise its function in leisure time guidance. If information concerning these activities can be given pupils through assembly programs, and if skill in the use of some of them, dramatics, for instance, can be developed through assembly programs, it is assumed that a desire to participate in them will also be created. Wagner ^{2/} goes so far as to assume that the assembly alone is sufficient to provide for leisure time. He says that "if by assembly programs we can reveal to the children higher types of activity and make them desirable and to some extent possible, we will have successfully provided for their leisure time." While this broad statement may well be challenged, no one can deny the importance of the function of the assembly in this phase of guidance.

Educational objectives in leisure time programs.-- Assembly programs which have the educational objectives of (1) widen-

^{1/} Op. cit., p. 388.

^{2/} Op. cit., p. 71.

ing and deepening of pupils' interests, (2) inspiring for more worthy use of leisure time, (3) developing the aesthetic sense of the pupil, (4) developing self expression, (5) correlating school and community interests, might also have the guidance function of (1) presenting information about leisure time activities, (2) providing an opportunity to develop skill in them, and (3) developing a real interest and desire to participate in them. In treating of programs which would do these things, Wagner^{1/} suggests among others, the following:

One type of program might be devoted to games. Many of our children do not play enough. This is partly because of lack of leaders and poor knowledge of games. A very desirable activity is reading. This is one in which every child can take part. Kodaking is an interesting manner of using leisure time and several unique assembly programs might be planned on this activity. Good music is not appreciated as it should be in America. Assemblies planned to teach our children to appreciate good music may be very interesting. Through assembly programs children may become interested in good drama. Learning to know the spots of interest in one's home town and also in the nation is of value and may be stimulated by assembly programs.

These by no means exhaust the possibilities of the assembly. Some programs that feature musical organizations such as orchestras, glee clubs, and choruses provide not only activity for those participating, but also develop appreciation and new interests on the part of those in the audience. Such programs are within the reach of nearly every school.

^{1/} Op. cit., p. 72.

Orientation*

Importance of orientation.-- In the environment of the junior high school the new student faces many perplexing choices and adjustments; and unless these are made satisfactorily, unhappiness and unsatisfactory growth may result. For that reason an adequate orientation program "is an integral part of the whole guidance program just as the latter is an integral functioning part of the whole school." ^{1/}

Certain periods of school life when orientation is important.-- Orientation can not be considered as an event, something that happens and then is completed. It is a process that is continuous, taking place throughout the entire school life. There are, however, certain periods when it needs particular emphasis. In this study it is being considered as that period which marks the transition from the lower or grammar school to the junior high school. Bennett ^{2/} in discussing this period of transition and the problems met by the new pupil says:

Many of the problems/orientation/ at this stage are associated with the more complex physical and social environment of the usual secondary school, the variety of curricular and extra-curricular offerings, the adjustment to many new teachers and fellow pupils, the widened areas of choices to be made, and the increased expectancy of self dependence, personal responsibility, and active social cooperation in the life of the school...Added to these problems implicit in the school environment are those normally associated with the adolescent period of transition from childhood to adulthood.

*Although the term "orientation" is not usually so restricted, it is limited in this study to the adjustments in a new school.

^{1/} Margaret E. Bennett, 37th Year Book, Op. cit., p. 175.

^{2/} Ibid. p. 180.

All activities of the school utilized.-- Since many of these problems overlap, they become part of the orientation process, and all the activities of the school which are directed toward the solution of these problems of adjustments should be an integral part of the entire guidance program. The activities utilized for orientation include practically all phases of the school program and range from full time classes in orientation and group guidance to visits to the new school before enrollment. In full time classes, orientation is not restricted to adjustments in the new school only, but includes other phases of adjustment.^{1/} Bennett ^{2/} mentions in addition to visits to the new school before enrollment, visits from those in the new school, "distribution of information regarding the new school, preparation of cumulative records of information, the use of 'pals', student advisers, or dormitory sponsors, freshman week activities, and group guidance courses."

Function of the assembly in orientation.-- It is in the activity of distributing information that the assembly functions most in orientation. Bennett ^{3/} suggests that motion pictures of school activities in process give interesting and realistic views of school life, and Allen ^{4/} states that assem-

^{1/} Richard D. Allen, Organization and Supervision of Guidance in Public Education, Inor Publishing Company, New York, 1937, Chapter IV.

^{2/} Op. cit. p. 184-187.

^{3/} Loc. cit.

^{4/} Op. cit., p. 161.

blies can often be used to advantage to supplement the more intensive program. If the assembly, then, function as an activity in distributing information that aids pupils in making the adjustments necessary in the new school environment, it is a part of the orientation program of the school, and as such a part of the larger guidance program. Thus an assembly based upon the guidance function of providing information of this type might also have the educational objective of unifying the school, educating in the common integrating ideals and knowledges, or widening and deepening of pupils' interests. Such a program would not only be of value to the new student, but it would also serve the older students by stressing school activities that he might have forgotten, by suggesting new interests and activities, and by giving him a new feeling of unity with the student body.

The Development of Habits, Techniques, Attitudes, Ideals, and Interests.

The assembly and a further guidance function.-- It has been indicated in this study that guidance is done through (1) information that is given the pupil or that he is helped to secure; (2) habits, techniques, attitudes, ideals, and interests that he is helped to develop; and (3) wise counsel by which assistance is given him to make choices, adjustments, and interpretations. The first of these has been examined from the standpoint of the assembly, and although there is no doubt con-

siderable overlapping in these means of guiding pupils, the second of these will be considered from the same viewpoint.

The assembly offers natural opportunities for development of virtues.-- An examination of the literature in the field reveals that there is a general agreement among educators that the assembly offers many natural opportunities for the promotion of such social-civic-moral ideals as courtesy, good sportsmanship, cooperation, perseverance, honesty, justice, leadership, punctuality, self-control, and many others, according to McKown.^{1/} Of the twelve objectives of the assembly considered as important by McKown,^{2/} seven of them have to do directly with the development of habits, ideals, interests, attitudes, and techniques. Many of these opportunities and objectives come indirectly through assembly programs. In fact so complicated are these aims and so interwoven with the whole aim of education and the development of the complete personality, that it is often impossible to determine the exact contribution of any given program. Some assembly programs no doubt contribute more than others, some possibly very little.

Many results independent of stated objectives.-- It might well be pointed out that new interests are likely to be developed when information such as that examined in other parts of

^{1/} Harry C. McKown, Character Education, McGraw-Hill Co., New York, 1935. p. 214.

^{2/} Assembly and Auditorium Activities, *Op. cit.*, p. 5-11.

this study is given during an assembly program, or that techniques and skills are developed through pupil and audience participation, or that attitudes of behavior and habits of conduct are developed through audience and pupil participation. All these and more may well be the indirect results of assembly programs whose objectives are other than those which would seek for the development of these interests, habits, attitudes and techniques.

Opportunities for direct development through assemblies.--

It must not be assumed that it is only indirectly that the assembly functions in the development of these desirable virtues. There are probably just as many opportunities for developing them indirectly through the regular curricular, and vice versa, probably just as many opportunities for developing them directly through such extra-curricular activities as the assembly. McKown ^{1/} says of the twelve objectives of the assembly;

"Most certainly these represent a promising set of opportunities for moral education: lessons can be effectively presented in a great variety of ways; music, dramatic action, stage equipment and materials, and costuming, all add to their attractiveness.

"There are countless possibilities of reemphasizing intriguing ethical lessons through proper celebration of important anniversaries; the presentation of interesting and significant incidents from the lives of great inventors, discoverers, statesmen and other leaders; the dramatization of material representing organizations, institutions, conveniences, and benefits of local and national life; the utilization of mass singing and 'pep' meetings material; and the giving of desirable publicity to out-

1/ Character Education, Op. cit., p. 221

standing achievements in the school itself."

Still another recognition of the value of the assembly in developing ideals and in character training comes from the Department of Superintendence: ^{1/}

The assembly is the school's opportunity for integrating the life of the school. Out of the assembly grow group consciousness, group solidarity, esprit de corps. It serves the added purpose of training children in conduct in crowds; it helps to raise individual standards and tastes in music, in drama, in public performance. The assembly gives children patterns by which to judge commercial entertainment....provides an emotional outlet for children.

Stated assembly programs are also given which have as their purposes the development of ideals, attitudes, and interests.

Acceptability of claims made for the assembly.-- The claims made for the assembly have been challenged by those who point out that no objective proof exists of their accomplishment. To this the statement of Counts ^{2/} seems the best answer:

Until we think more completely in terms of the influence of the school on behavior outside the school, the measurement movement will fall far short of its possibilities.... Through care and thought, the ordinary methods of observation may be improved and, within limits, may produce results of considerable validity.

Koos ^{3/} says, in treating of the acceptability of claims made for extra-curricular activities, of which the assembly is one:

1/ Department of Superintendence, Tenth Year Book, Character Education, 1201 Sixteenth St., N. W., Washington, D. C. 1932. p. 228.

2/ George S. Counts, "Procedures in Evaluating Extra-Curriculum Activities, School Review, Vol. XXXIV, (June 1926), p. 419-421.

3/ Op. cit., p. 429.

While they /claims made/ are being thus carefully appraised by objective methods, the activities concerned will continue to be carried on in our schools. It should be urged, however, that in the meantime the selection of activities and the procedures to be followed in administering them be in accordance with the best empirical criteria at hand. In partial justification of this as a temporary policy, it may be stated that it is in no wise different and no whit more reprehensible than the practice followed by the army of teachers and other educators who have for generations been making claims concerning the values of particular subjects and of particular methods of teaching.

An attempt was made by Rohrbach ^{1/} to evaluate the assembly in terms of conduct control and leadership training. Student expression of experiences was one of the methods used to collect the data for that study which gave as some of the outcomes of the assembly program:

- (1) It strengthens one's attitude of loyalty to the school.
- (2) An attitude of pride in the talent which the school develops as evidenced in the assembly.
- (3) A realization of some of the problems that confront our country.
- (4) A willingness to cooperate with one's fellow students and faculty in preparing a program.
- (5) An appreciation of an opportunity to learn many things which were not presented in class.
- (6) An idea of mannerisms of people who are well bred.
- (7) A sense of humor.
- (8) A sense of responsibility to do one's part in the program.
- (9) A sense of greater respect for the officers of the student body and a willingness to cooperate with them.
- (10) The acquisition of standards of behavior in a public meeting.
- (11) A stronger feeling of patriotism....

These outcomes are indicative of the value of the assembly program in developing ideals, attitudes, interests, and techniques.

Guidance function of programs based upon objectives.--

^{1/} Op. cit., p. 133-136.

Programs based upon the educational objectives of (1) educating in the common integrating knowledges, ideals, and attitudes, (2) developing the aesthetic sense of the pupils, (3) instilling the commonly desired ideals and virtues, (4) emphasizing correct audience habits, (5) recognizing publicly, worthwhile achievements, (6) promoting an intelligent patriotism, or (7) correlating school and community interests, would also have the guidance objectives of developing ideals, interests, habits, skills, and techniques. The assembly would thus have a definite guidance function.

CHAPTER VI

TECHNIQUES EMPLOYED

The Drama

Techniques to be examined.-- It is not within the compass of this study to examine all the techniques employed in presenting programs in the assembly. A thorough and useful discussion of these is given by McKown ^{1/}. Four of the more important ones, however, will be considered. They are the drama, the talk, the debate, and the motion-picture. Of these the drama is considered to present the greatest opportunities for guidance programs that are inspiring, interesting, and instructive.

Educational dramatics have place in history.-- There are a great number of definitions of drama, one of which is, " It is a picture of life presented through the spoken words and actions of the characters involved!" ^{2/}Its importance as a teaching instrument has been recognized from early times. McKown ^{3/} says

This is the oldest method of teaching and remains,

^{1/} Assembly and Auditorium Activities, Op. cit., Chap. III.

^{2/} Donald M. Towers, Educational Dramatics, Row Peterson and Company, Evanston, Ill, 1930. p. 1.

^{3/} Op. cit. p. 68.

perhaps. one of the best, because the learner gets the lesson not only through the ear but also through the eye as well, and his resultant mental and emotional reactions toward it means that it is the clearer and more valuable for him.

The purpose of many of the early Greek plays was instruction, and many of the Mystery and Morality plays were didactic in content. Educational dramatics, the purpose of which is to instruct rather than to entertain, also had a place in early American Schools. A book of dialogues was published by Charles Sterns, Precptor of the Liberal School of Lincoln Massachusetts in 1798. These dialogues were intended to teach certain virtues such as goodness, veracity, and patience. According to Towers ^{1/}educators have begun within the past decade to realize the importance and educational value of dramatics.

Values of dramatics.-- Practically all students are interested in some form of dramatics. The play activities of little children often tend to imitate adults in their poses and mannerisms, and dramatics afford this same opportunity for older boys and girls. At the same time they present opportunity for teamwork, the development of talent, and the development of standards of dramatic excellence. Probably one of the greatest values of dramatics is that they offer opportunity for both pupil participation and audience participation. George Pierce Baker ^{2/} says, " A play is a cooperation. 1/ Op. cit., p. v.

2/ George Peirce Baker, Dramatic Technique, Houghton Mifflin Company, Boston, 1919. p. 11.

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tive efforts of author, actor, producer and even audience. Though the author writes a play, it cannot properly be judged until the producer stages it, the players act it, and the audience approves or disapproves it."

Guidance Values in Programs of Drama

Presenting occupational information through the drama.--

A play, presented in a program which had as its objectives the motivating and supplementing of classroom work and enlargening pupil interests, and the guidance function of presenting occupational information, could readily conform to the principles of a good assembly program and be interesting, inspiring, and instructive. Pringle ^{1/} points out the danger that lurks in trying to make programs instructive. Often they become cumbersome and boring to the pupils. However, if programs are so arranged as to appeal to pupils' interests, which at the junior high school age means their imaginations, they need not be at all burdensome. There are few techniques that have more appeal to the imagination than the drama.

The information given in the plays may be incidental to the action of the play. Certainly there is no need to destroy the action of the play to present tedious information. One test of the real value of such a play would be the manner in which it brings in the information. If it is too general, it would have little value. It must, as it were, strike a happy medium in presenting the information that is to be given.

1/ Op. cit. p. 322.

Presenting leisure-time information through the drama.--

Plays based upon the little known incidents of the lives of great men always provide an opportunity for focusing on the importance of worthwhile leisure-time activities. Nearly all biographical plays show the leisure time interests of the characters as well as the importance of this in their later lives. Plays which tend to give information about the many types and kinds of hobbies and about the pleasure that can be derived from them are also useful. It would seem that if the problems of leisure time guidance centre largely around introducing pupils to the number of opportunities in the field of leisure-time, arousing an interest in them, and creating a desire for them to participate in them, any play which would emotionalize these things would be of great value.

Orientation through the drama.-- Because orientation is specifically the problem of the individual school, it does not avail itself so readily to this technique. Yet, plays in orientation are both possible and practicable. Plays that are organized to permit of certain freedom of manipulation by the school using them, would help in meeting the need in this field. Such flexibility, however, is unusual in a play, since there is always the possibility that in the rewriting, its value might be destroyed. The play given for this study illustrates the type that could be used in presenting information about the school. It permits of change by the school using it, yet much of its dramatic value could

be retained. Few programs could do more toward unifying the school and making the new pupil feel "at home" than one which emotionalized the trials and tribulations of a new student in his new school surroundings. Other plays might present phases of the school program in action, such as the school paper, the student council, and certain clubs. A dramatization of the history of the school would also be of value in orientation.

The development of habits, ideals, techniques, attitudes, and interests through the drama.-- It would seem that the contribution of the drama to this field is greater than to any other, for even though plays may be presented for other purposes, habits of speech, techniques of dramatic presentation, habits of conduct, attitudes of appreciation and cooperation, and new interests are being developed on the part of both the pupils participating and the audience. In the Department of Superintendence's Yearbook on Character Education ^{1/} the following statement is made:

The potential value of dramatic activity for training in character is high for the following reasons. It enriches the curriculum for bright children. It stimulates those with less ability. It provides profitable use of leisure time. It creates sympathy for a wide variety of human types. It trains in good manners and a knowledge of social customs. It dramatizes to the pupil the conflict between right and wrong and brings a realization of their consequences.

Educational dramatics were first used in the schools of this country to teach certain virtues, and they are still used

1/ Op. cit., p 233.

for that purpose. Plays could be presented in the assembly with the guidance function of developing attitudes, habits, techniques, ideals, and interests and with the educational objectives of unifying the school; educating in the common or integrating knowledges, ideals, attitudes; motivating or supplementing classroom work; widening and deepening of pupils' interests; emphasizing correct audience habits; instilling the commonly desired ideals and virtues, or promoting an intelligent patriotism. A play of this type is given in this study.

This approach to the development of these virtues is looked upon more favorably than the usual method of preaching or talking down to the pupils. McKown ^{1/} suggests, "The assembly should instill the common ideals and virtues indirectly by dramatization rather than by sermonizing and moralizing about them." Care must be taken that the play itself is not too obviously moralizing, else the guidance value of its content be rendered ineffective. The more natural a situation is in the play, the more valuable it is because of its very normality.

Some Objections and Limitations in the Use of the Drama

Paucity of material.-- It is granted that there are some limitations in the use of the drama as a technique in presenting assembly programs, but there are none that can-

^{1/} Op. cit., p. 69

not be overcome with proper planning. There is, first of all, a dearth of material in the field of guidance plays. However, more and more educators are turning their attention to the use of the drama, and as the demand increases, more plays will be provided and this limitation overcome. There is also the limitation of the reliability of the information given in plays, particularly those whose content are based upon occupational information. This limitation can be overcome in the writing of the play, and if reliable sources are used the school may feel justified in using the play for the purpose intended.

Time factor an objection.-- The objection that too much time is required for rehearsal of a play is not necessarily valid in the type of play suggested in this study. It is granted that there is a period of diminishing values in preparing dramatic programs, but it is not essential that plays for assembly be finished, polished products worthy of semi-professional production. The pupils participating should be given an opportunity to display their individual talent and to interpret their parts as much as is consistent with the successful presentation of the play, thus furthering the value of the play. The statement that only certain pupils participate in all plays belies the organization of the school itself. No school with a functioning guidance program would have to contend with this problem.

Much value in the writing of plays.-- That plays tend to be merely straight entertainment is a fallacious objection. Plays can be written and presented with both entertainment and educational value. The objection that much of the value of educational dramatics lies in the writing may have some weight. Certainly there is much to be gained by pupils who, acting alone or in a group, secure information, plan a play, and combine the two into a worthwhile assembly program. But it is not within the province of every English department to provide the time necessary to do this. Neither does every school have qualified teachers with a knowledge of both dramatic technique with which to guide the pupils in the writing, and the knowledge of activities of the type to be presented in guidance plays. It would seem that if the pupils could not write the plays for one reason or another, the next best thing to do would be to use the plays that are available.

Value of plays outweighs objections.-- There are doubtless other objections, some valid, and some no real objections at all. Limitations of scenery and stage can be taken care of in the writing of guidance plays so that nothing elaborate is required. Individual parts in the plays could be balanced as much as possible to provide for both boys and girls in equal or nearly equal number and to insure against any one part's being too "heavy". The plays written for this study as illustrations of programs in drama have taken all these objections into consideration in their contents, set-

tings, and casts.

The Talk, the Debate, and the Motion Picture

The talk commonly used.-- Of all the devices used in presenting assembly program material, probably the most common is the talk. The very ease of using this technique very likely accounts for its popularity. To programs in certain phases of guidance it lends itself readily. This is particularly true in programs arranged to impart occupational information. Koos and Kefauver ^{1/} report that in a survey they conducted, the talk was used in 38 percent of small schools and 72 percent of large schools reporting. Talks, illustrated and otherwise are often given by members of the community, faculty, and students in leisure time guidance programs. Men and women are often only too happy to have the chance to talk about their hobbies and favorite avocations.

In orientation the talk also lends itself readily, since information about the school, its courses and activities, and its rules and regulations can easily be given in this way. In the development of habits, ideals, attitudes, techniques, and interests, the talk often takes the form of the sermon or oration given by clergymen, laymen, administrators, faculty, or pupils.

Limitations of the talk.-- There are many limitations in the use of the talk in programs of guidance. In the giving of

^{1/} Op. cit., p. 144

occupational information, the talk may be inaccurate. The speaker may be limited in his conception of the occupation or he may have a pet idea he wishes to develop. His speech may be boring to the students and in consequence the program would not approach the standards of interest, inspiration, and instruction. There is always the possibility of taking too much time. This is also true in talks on leisure time activities; although the other limitations mentioned may also be applicable.

In orientation the talk would be limited to those familiar with the school. For this reason it might be better controlled. In the development of habits, ideals, techniques, attitudes, and interests, the talk might be of such a moralizing nature as to destroy its value. Then too, the talk does not provide for pupil participation except in those instances when it is given by the pupil.

Objections can be partially overcome.-- These objections and limitations can be partially overcome by the use of a pre-arranged outline. If the faculty sponsor is aware of the dangers of a program of this type, he can readily control it by going over the talk ahead of time with the speaker and arranging it in such a way as to meet the interests of the pupils.

The debate in assembly programs of guidance.-- The debate is often used to acquaint pupils with the relative merits of two sides of interesting causes and men. Its use in present-

ing occupational information is indicated by the statement made by Lincoln^{1/}:

The pupils may have differing opinions - and rightly so - on such topics as: The large versus the small college: coordinate, coeducational, and separate schools for men and women; the comprehensive high schools versus separate schools for trade, commerce, etc.

Care must be taken to select problems of debate on which there is a real difference of opinion, otherwise there would be no debate but a mere discussion. The object here would not be to prove that one side is right and the other wrong, but rather to acquaint the entire student body with both sides of the question. In leisure time guidance the debate might serve to call the pupils' attention to different angles of certain activities as well as to introduce them to new fields. In the development of certain virtues, a debate on characteristics of famous men, providing the debate is kept in a serious vein and does not degenerate into a farce, is of value. This device does not lend itself so well to orientation. Materials for debates might be worked out in the classroom and carried over into the auditorium, thus adhering to the suggestion of Fretwell^{2/} that programs should grow out of the curricular activities and flow back into them again, thus enriching them.

Motion picture increasing in popularity as a device.--

With the advent of the talking picture, this technique of presenting information in assemblies has become increasingly

1/ Op. cit., p 107

2/ Op. cit., p. 4

popular. In the field of occupations there are many films that can be obtained free of charge from large industrial organizations. Some of these have been edited primarily for the purpose of acquainting young people with the problems that confront the workers in certain industries. There is, however, the limitation that a number of films that might be used for this purpose are too obviously films meant to advertise certain products, and their educational value is questionable. Then, too, films often cover so many phases of industries that they present only a confused picture to the adolescent mind.

In the field of leisure time interests there are a great number of films available. Nearly all pictures of sports, both summer and winter, will have leisure time values, as will pictures of travel. Bennett ^{1/} suggests the use of films showing school activities for orientation. These would help to acquaint the pupil with the school. The moving picture is regarded by the Department of Superintendence ^{2/} as "an agency of moral education of tremendous power".

1/ Op. cit., p. 184.

2/ Op. cit., p. 25.

CHAPTER VII

ORIGINAL ASSEMBLY PROGRAMS IN GUIDANCE

Mr. Williams, Please - Vocational Guidance Play

Purpose is to present occupational information.-- The play here given was written for this study to illustrate the drama as a technique in presenting occupational information. The limitations of the drama have been considered. There is a favorable balance of playing parts, the setting is very simple, and the information contained therein is based upon a reliable authority.^{1/} No effort is made to index the information throughout the play because of the difficulties this presents in dramatic technique. On the other hand, no freedom is taken with the facts, only with the manner of presenting them.

In addition to the guidance objective of presenting occupational information, a program in which this play is used would have the educational objectives of motivating and supplementing classroom work, and deepening and broadening pupil interests.

1/ Dorothea de Schweinitz, Occupations in Retail Stores, a study sponsored by The National Vocational Guidance Association and the United States Employment Service, International Textbook Company, Scranton, Pa., 1937.

Mr. Williams, Please.

Cast of Characters. (In order of appearance)

Alice Johnson A Clerk
 Mary Donald A Stenographer
 Philip (Skippy) Williams A Messenger Boy
 Mr. Brown An Employment Manager
 Joan Lewis An Applicant
 Anthony Pirone An Applicant
 Mr. Carpenter A Floor Manager
 Fred Rudder An Applicant
 Ernest Peters A Messenger Boy
 Mrs. Wilkins A Buyer
 Miss Franks A Buyer

The Scene: The office of the employment manager of a large department store. There is a large desk down right with a swivel chair. Another chair is beside the desk facing front. Up centre to the right is another desk, and in line with this left centre is another. A small desk for sorting mail is down left. The clerk occupies the desk right centre, the stenographer the one left centre. Mr. Brown's desk is down right, Skippy's is the one down left. There are files and other office equipment about the stage. Entrances are L 3 to an outer office and R 2 to Mr. Brown's private office.

Shortly after the curtain rises, voices are heard off left. After a moment Alice Johnson and Mary Donald enter L 3 talking excitedly. They are both young and attractive and are dressed in business clothes.

Alice.

(As she moves to her desk and begins to put it in order for the day) I'm not going to ask you how it feels to be back in harness. I know the answer.

Mary.

(At her desk) I'll tell you later. But this is one time I won't have to come back to work after a vacation for a rest. I had a glorious time and the sea air was so restful and refreshing.

Alice.

I've read a lot about those modern ^rcuises - so much that I can almost tell you what you did every day. I think it would be glorious to take one on a honeymoon, don't you?

Mary.

My dear, anything would be. (Busy with work at desk) Has anything happened lately? That is, in the two weeks I've been away. (Sighs) It seems such a short time.

Alice.

Nothing unusual. Mr. Brown has been doing some handpicking of applicants, and he's making the usual seasonal changes. Honestly, I sometimes think he has a sixth sense or something, the

way he places these new people - and the old ones too - in places where they seem to fit best.

Mary.

He wouldn't be an employment manager for long if he couldn't do that better than someone else. Still, it must take experience. So many applicants come here for positions with no idea of whether they can sell or whether they should be shippers, chorewomen, or window dressers. That's not so bad, but those that think they can do something find out about a month later that they can't after all. How was the girl who took my place?

Alice.

She was all right. It was Edith Small from the Bureau of Adjustments. But Mr. Brown did make a few references to some things he wanted done when you returned.

Mary.

Did he really? I'm glad. I always have a little bit of a worry when I go on a vacation that someone will fill the job better than I do. But I suppose it takes more than two weeks to prove it.

Alice.

Two weeks. Think of it! And the rest of the year we work away.

Mary.

I know. It doesn't seem like much. But when you consider how workers in other stores fare, it isn't so bad. Why this store

is one of the very few that give two weeks' vacation with pay. More than seventy-five percent of the stores give only one week with pay, and a good many just give the free time at the employees' expense. Mr. Brown told me that.

Alice.

Oh, I suppose we have no kick coming. The hours here aren't too bad, nine to five thirty. And they do pay the minimum wage scale. (Pause) Oh, speaking of pay, our dear little messenger boy is driving me nearly frantic.

Mary.

Oh, Skippy? Bless his heart, what's he up to now?

Alice.

You mustn't call him Skippy anymore, so he says. He's been reading all kinds of books about retail stores from Mr. Brown's office until he's a walking encyclopedia. I let him help me file for a few days when I was rushed, and now he has it all figured out that he'll get my job when I leave.

Mary.

Oh, not really. That's funny.

Alice.

It is, but it is also very annoying. Honestly, there isn't a day goes by but what he makes some reference to my getting married soon and leaving so he can have my place. It is embarrassing at times. Of course, he has it all figured out that a messenger can move into a clerk's position, and he wants to get into personnel work.

Mary.

Well, he's bright enough.. and alert, too. But tell me, is the date settled?

Alice.

(Laughingly) Now don't you start it too. It is June the 15th, and I can hardly wait.

Mary.

I'll miss you terribly. One doesn't work with a person for two years without getting to know her pretty well.

Alice.

Well, June is still a long way off.

Mary.

It is at that. Everyone thought I was crazy to go on a vacation in February; but after all, I can go to the shore week ends in the summer, and this is when I need the rest.

Alice.

(As Skippy enters from the left) Here it comes... Someone left the door open and a breeze blew in.

Skippy.

(Entering with youthful vigor- He is about seventeen, bright looking, and quick of movement) Good morning everybody, good morning! How dy, Miss Donald, glad to see you back. Did you have a good time? Hey, I'll bet you were sea sick, weren't you? We missed you, didn't we Miss Johnson? Is Mr. Brown in yet?

Mary.

Whew! You must have been saving your breath for two weeks!

Alice.

He's never short of that.

Skippy.

Aw, cut your kidding. Where's Mr. Brown?

Alice.

Don't you remember, little boy with a big brain, this is the morning for the executive's meeting? He won't be in until later. Meanwhile you can get busy.

Skippy.

(Now at desk, business of sorting mail) Sure, sure. I'm always busy. Come on, tell me, Miss Donald. How was the vacation? Did you really go swimming in the winter time?

Mary.

I did. Every day. Sometime I'll take a day off and tell you all about it. I'm busy now.

Skippy.

I'll bet you were sea sick. (With pretended affectation) In the society section of the Daily Breeze I read that Miss Mary Boland of Park Street has returned from a trip to Bermuda which she took by rail all the way. (Laughs) Get it? Joke, eh?

Mary.

(Pretending not to be amused). No, go ahead.

Skippy.

Go ahead what?

Mary.

Go ahead and tell me the joke. (Alice and Mary laugh at Skippy's discomfort) Anyway, Skippy, I'm glad to get back.

Skippy.

Don't call me Skippy!

Alice.

I told you.

Mary.

(With pretended innocence) Now what's happened?

Skippy.

(Still at the mail desk) I just don't like it anymore. Gee, I've got to have some diginity, don't I? Especially when I get to be clerk after Miss Johnson gets married.

Alice.

(With pretended despair) Didn't I tell you? It's of no use.

Mary.

I suppose you want me to call you Mister. All right, Mr. Skippy.

Skippy.

Don't call me Skippy!

(Ernest Peters, another messenger, enters. He is of about the same age as Skippy.)

Ernest.

(Delivering a sack of mail to Skippy- slapping him sharply on back). Hi ya, Egg Head. Here's your mail. Not very heavy this morning.

Skippy.

If it was, you'd have to have someone carry it for you.

Ernest.

That's what you think. Well, it's enough to keep you busy so you can earn your little fourteen bucks. See you later, Egg Head. (Goes out with a nod to the girls who are busy at their desks)

Skippy.

That guy's too fresh.

Mary.

So I noticed. (Pause) What was it he called you, Skippy?

Skippy.

Don't call me Skippy! Don't you know Skippy is a little kid in the funny papers that's always getting into trouble?

Mary.

Yes, I know that - Skippy.

Skippy.

(Exasperatingly) Don't...

Alice.

(Interrupting) Call me Skippy. Make it Mister.

Skippy.

All right. YOU'LL be sorry some day. Just like that messenger boy. He's been here nearly two years and he's making fifteen dollars a week. Believe me, when I've been here that long, I won't be just a common ordinary messenger boy at fifteen per. No! me.

Mary.

I suppose you'll be an executive.

Alice.

More than likely he'll be fired.

Skippy.

(Business of opening and sorting mail) They won't fire a good man. No siree. Retail stores need good workers these days. Besides, it costs more to rehire than it does to move employees around into places where they fit. (Turning to girls as though lecturing) Why do you know that during the last twenty years trade has increased so much that retail stores' employment trends have shown more growth than the proportionate growth for all working people?

Alice.

Oh, oh. He's started again. I shouldn't have mentioned it.

Skippy.

(Continuing earnestly) Besides, in the ten years from 1920 to 1930 the number of retail stores increased twenty percent. Now there are about 1, 700,000 retail stores in the United States. So I guess I could get a job somewhere in a store.

Alice.

You can't tell me there are that many department stores.

Skippy.

I didn't say that. I said retail stores. All kinds - grocery, variety, drug, candy, cigar stores - and what have you? The trouble is, not many young people think of them when they

start out to look for a job.

Mary.

You should have worked in a grocery store selling apple sauce.

Skippy.

I could have. But I would've picked one of the chain stores. They pay good salaries and you can work up to manager. Even higher. The only trouble is, the hours are kind of long.

Alice.

So that is why we are blessed with your presence? The hours are short.

Skippy.

That's one reason, but not the main one. It's the advancement. When I find out for sure where I fit...

Mary.

(Quickly) When and If you do.

Skippy.

Don't worry, I will. When Miss Johnson gets...

Alice.

(Interrupting) Skippy!

Skippy.

Don't call me Skippy.

Alice.

Then remember what I don't want you to say. Now get that mail over there on Mr. Brown's desk and take those folders to the Auditing Department. You might just as well be useful around here as well as- as voluble..

Skippy.

O. K. Did you file that merchandising report?

Alice.

I did. (Makes wry face at Skippy who goes out L).

Mary.

He's been checking on, you, eh?

Alice.

Ever since I taught him some of my work he bosses me around as though he were Mr. Brown himself. (Skippy enters at L)

Have you been to the auditing already?

Skippy.

Nope. I'm going in a minute. Wanted to make sure Mr. Brown had all the information he needed on that little peach out there. (Nods left)

Mary.

What's this? Little peach?

Skippy.

Yeh, a girl. A blonde. She put in an application a week ago. Her references came through a hundred percent. Boy, she's O.K.

Mary.

I suppose you'd hire only the good looking girls if you were employment manager. And the rest of us would have to find work elsewhere, eh?

Skippy.

Aw, no. Nothing like that. But I'd hire this one. She is neat and she's not chewing gum. Her lips aren't painted red, and

neither are her fingernails. Mr. Brown will hire her, I'll bet.

Alice.

You know Mr. Brown isn't doing much hiring right now. The temporary employees aren't taken on until Novemeber. February is a dull month, my boy.

Skippy.

You take 'em when you can get 'em. And that's just what Mr. Brown figures. What's more, there are two other fellows out there. I spotted them in the bunch that applied last week. I'll bet Mr. Brown will take those two with the girl, and I can even tell you where he'll put them.

Alice.

(Feigning amazement) Oh, you wizard, you!

Mary.

(Laughingly) Skippy, you are really wonderful!

Skippy.

Don't call me Skippy. (Sullenly) All right, you can laugh if you want to. I haven't been studying all about this store for nothing.

Mary.

Ofcourse you haven't. But it takes considerable experience to learn how to place these new workers where they will be most effective. Usually they don't know what they want to do themselves. All they know is they want a job. Even Mr. Brown makes occasional mistakes and has to take a person out of one department and move him to another.

Skippy.

(Stubbornly) Just the same I can tell. I'll bet I can.

Alice.

Now you are really being silly. And you're such a bright young man most of the time.

Mary.

If only I believed in gambling, I might win a nice big box of candy by taking you up on that bet. But I just wouldn't have the heart to take it from you. Like taking candy from a ...

Skippy.

(Interrupting) All right. I'll tell you what I'll do. I said I can pick where Mr. Brown will send those three, and I think I can. If I do, will you call me Mister?

Mary.

If you can do that, I most certainly will.

Alice.

And if you don't?

Skippy.

Well, I...I don't know.

Alice.

I know. YOU'LL promise faithfully never to mention the word marriage in my presence until I leave here.

Skippy.

I'll take it. It's a bet. Here it is. The cute blonde, she'll go on sales. She's smart looking and she could handle customers better than she could a cash register as a cashier. The

big fellow - Pirone I think his name is - he'll go on delivery probably as a helper. And the other fellow..(Pause)

, Alice.

Aha! He didn't specify on his application what he wanted to do, did he? So the wizard has to make a guess on this one.

Mary.

Why don't you put him on the roof?

Skippy.

Wait a minute, I'm thinking. Let's see. Mr. Brown moved a fellow from wrapping and shipping into men's furnishings yesterday. That's it! He'll go to wrapping and shipping. Okay, there are my guesses.

Mary.

All right, Skippy. The bet is on.

Skippy.

Don't call me Skippy!

Mary.

Not so fast, me lad. You haven't won yet.

Skippy.

Okay. But I will.

Mary.

Now don't bother me anymore, little boy. I'm busy.

Skippy.

(Looking over her shoulder) You're not doing anything important. Just writing letters about references. I guess you can't expect much more from a girl. Twenty five bucks a week just because

you can take dictation and tickle the keys of a typewriter. Sometimes I wish I had taken the commercial course. Maybe I'll learn shorthand on the side.

Alice.

You learn one thing at a time. Here, file these. (Hands papers to Skippy who goes to file. Mr. Brown enters left. He is a middle aged man, very business like in manner)

Mr. Brown.

(Generally) Good morning! (Others ad lib) (Stopping before Mary) I'm very glad to see you back, Miss Donald. We missed you. No doubt you had a good time.

Mary.

Yes, thank you. But I'm glad to be back.

Mr. Brown.

(Going to desk- business of sorting papers) Philip, ask that young lady to come in, please. And go down to Mr. Carpenter in the notions department and tell him I'd like to see him this morning at his earliest convenience. Have you sent word to Miss Franks?

Skippy.

Yes, sir. She'll be here with Mrs. Wilkins at 9:30. I also sent that letter off special delivery last night. Is there anything else, sir?

Mr. Brown.

That will be all. (Skippy exits left) I wish every messenger boy were as efficient as Philip.

Alice.

If you could hear Philip sometimes, you wouldn't think he'd be a messenger very long.

Mr. Brown.

I suppose he thinks he'll be president of the firm some day.

Mary.

More than likely he thinks he'll be the employment manager.

(Laughter is general)

Alice.

The truth is, he is waiting hopefully for me to leave so he'll get my position. Ever since I explained some of my routine work to him, he's been looking forward to doing it.

Mr. Brown.

After all, it is being prepared for the job on the next round of the ladder that helps people climb. I often wish all our employees realized that. So many are content to let their jobs become blind alley jobs. It is always difficult to find the right person for the higher position. (As Joan comes in - rises and indicates seat beside him). Do sit down. (Joan comes in and takes seat. She is neat, attractive, plainly dressed in a trim business suit) Miss Lewis, I am very happy to tell you that your application has been considered favorably; and, if you are still interested, you have a position waiting you.

Joan.

(Pleased) Oh, thank you very much. I am interested.

Mr. Brown.

(Glancing at papers on desk)I note that you give Miss Blinken in our downstairs store for reference. Did she influence you in applying for a position here?

Joan.

Yes, sir. She did.

Mr. Brown.

We like to have applicants recommended by our employees. We do not get enough of them, in fact. (Pause)I note that you are interested in selling. Although our sales force is the largest group in our store, there are other phases that might interest you, such as clerical work, cashiering, advertising, and stock room. Then we have the restaurant and soda fountain.

Joan.

I understand. I studied the commercial course in high school, and I took a course in salesmanship which I liked very much. I always thought I'd like to sell.

Mr. Brown.

That's something to start on. So many young people have no idea of what they want when they apply for a position. I'll be happy to give you the opportunity to learn salesmanship. You will report tomorrow morning at eight-forty five to Mr. Smith on the ninth floor. He will arrange for your training.

Joan.

Training?

Mr. Brown.

Yes. We have found that it is better for the salesperson, and for the customer, too, to give preliminary instruction in methods of selling to our new employees. You will study the methods used in this store and after about three days you will be sent to a department where you will be given a chance to learn more under an experienced saleslady. Your salary will be \$18.00 a week and commissions of one percent of your sales. We want you to be happy and to try to catch the spirit of our store. We have no store uniform, but all our salesforce wear dark clothes during the winter months. (Rising) Good day, Miss Lewis. We are happy to consider you one of our store family.

Joan.

(Also rising) Thank you. I , too, am happy. (She goes left, after a moment Mr. Brown follows)

Mary.

Score one for Skippy.

Alice.

I could have guessed that myself.

(Mr. Brown reenters left followed by Pirone. He is a stocky lad of about twenty)

Mr. Brown.

(Taking seat- indicating other one for Pirone) Sit down, Mr. Pirone. (Examining papers) I note that you did not finish your high school training, Mr. Pirone. Why?

Anthony.

My father became ill when I was a senior, and I had to leave to take care of the farm.

Mr. Brown.

I see. And you've been driving a truck, you say, for the highway department?

Anthony.

Yes, sir. In my spare time. But we are anxious to move into the city again where my father can work at his trade. If I could get something to do that had a futuer and was in the city, we'd move right in.

Mr. Brown.

I see. Well, we have no particular educational requirements for helpers on our trucks, but we prefer high school graduates. You are nineteen?

Anthony.

Yes, sir.

Mr. Brown.

Your health is good?

Anthony.

Yes, sir.

Mr. Brown.

Good health, strength for lifting bundles, and ability to get along with people are three essentials for a good delivery boy. You report tomorrow morning to Mr. Thatcher in the delivery. That's on the Thirteenth Street side. As a delivery

helper, your salary will be \$16.00 per week. The next step in promotion is driver, then router. The head of the department, Mr. Thatcher was once a helper himself. Remember that.

Anthony

(Rising) Yes, sir. Thank you very much. (Goes out left as Skippy comes in. Skippy manages to give Mary a very satisfied grin which Mary overlooks)

Mr. Brown.

Has Miss Franks come yet?

Skippy.

No, sir; but Mr. Carpenter is waiting.

Mr. Brown.

Show him in. (Skippy goes out L, reappears at once with Mr. Carpenter, a middle aged man, well dressed, who goes to Mr. Brown) Sit down, Mr. Carpenter. (He does so) I understand you are having trouble adjusting that young man I sent you last week.

Mr. Carpenter.

He doesn't seem to grasp selling at all, though he seems willing enough.

Mr. Brown.

Is there anything you'd suggest?

Mr. Carpenter.

I've noticed he shows very good taste in displaying goods. He takes much more of an interest in having his counter look nice than he does in selling what is on it. I'd suggest he

be given a trial at window decorating.

Mr. Brown.

You think he would do well at that?

Mr. Carpenter.

I have every reason to believe he would. He is a good man, and I am sure the store would profit if he could find his place.

Mr. Brown.

Very well. Send him to Mr. Sikes today. I'll send you a Mr. Smith who is now taking training.

Mr. Carpenter.

(Rising to leave) I'm certain this will work out to his satisfaction. (Mr. Brown rises with him, and goes out- Ad lib)

Alice.

Well?

Skippy.

(Who has been busy at desk- now moving left) How am I doin', kid?

Mary.

(Laughingly) Fresh! (Skippy goes out grinning with some papers)

Alice.

Two down for Skippy and one to go.

Mary.

It is uncanny. If he guesses ~~at~~ the other one, there will be no holding him.

Alice.

Nor me. I couldn't stand having him riding me about marriage.

(Mr. Brown enters L. with Fred Rudder. They go to Mr. Brown's desk)

Mr. Brown.

I note that you have not designated any special place in our store. In just what phase of retailing are you interested?

Fred.

Well, I..ah, I really don't know. I finished high school with a good average and planned to go on to college. But we had financial reverses at home, and I have to go to work. I would like something with a future.

Mr. Brown.

Many of our young men move up to positions of importance. More than half the buyers in this store have risen through the ranks, and many of those whom we hire from outside are from the ranks of other stores. Do you drive a car?

Fred.

No, sir. I don't.

Mr. Brown.

Are you interested in advertising?

Fred.

Yes, sir. But I think I would like to sell. (Mary looks at Alice and Alice appears happy)

Mr. Brown.

We'll put you in a position where you can work up to selling. A young man has just moved from the shipping department where he worked as a wrapper to the men's furnishings. If you per-

severe and work well, you too will have that opportunity. Your salary will be fifteen dollars. Report to Mr. Franklin in the shipping room, sub basement, tomorrow morning at eight forty-five. Mr. Franklin is an exacting taskmaster, but a very real friend of his employees and one of the many executives who moved up through the ranks to an important position.

Fred.

Thank you. I'll do my best to please him. (Rises and goes out left)

Mr. Brown.

(As he goes) I'm sure you will. (Miss Franks and Mrs. Wilkins come in. They are middle aged women, very business like)

Good morning. I see you've already met.

Mrs. Wilkins.

Yes indeed. I've known Miss Franks through her work at Wana-maker's.

Mr. Brown.

That is splendid, I wanted to talk to you about the policy we should follow in your departments. It isn't often, Miss Franks, that we go out of our store to find our buyers. But we are certainly glad to have been able to persuade you to come with us. Shall we go into my office and talk? Mrs. Wilkins and I can help you to arrange your program. (They move right)

Miss Franks.

That would be helpful. (They exit right to Mr. Brown's office)

Mary.

(Despairingly) Skippy got all three of them. Now what shall we do?

Alice.

You have me. I don't think there is anything we can do but grin and bear it. I swear I'll break down before June.

Mary.

Think of calling him Mister every time you want him. Oh, dear. Why did I do it? And how did he ever guess what Mr. Brown was going to do with those people?

Alice.

Oh, he's clever, he is. He studied their applications and put two and two together. He was pretty sure of the first two, but the last one was sheer guesswork. Oh, oh. Here he comes. Pay no attention to him.

Skippy comes in , smiling broadly. Says nothing, but whistles happily. Goes to desk.

Alice.

(After a pause). Will you please go down to the social service and get me some forms 342?

Skippy.

Okay. Come on, quit holding out on me. How did I come out?

Alice.

Come out? What do you mean?

Mary.

He's talking in riddles again.

Skippy.

You know. Did I hit them? Did I guess them all right? (Alice looks at Mary, and they both turn away) I did, didn't I!

Mary.

I hate to say it, but you did, Mr. SKIPPY.

Skippy.

Mister Skippy! That's not fair!

Mary.

I said I'd call you mister.

Skippy.

Just like a woman, squirming out of a bargain that was honestly made. All right, I'll get even. I'll call you Toots, and when Miss Johnson gets married, I'll....

Alice.

You might as well know the whole of it. I've decided that I can't stand this much longer, so I'm going to break my engagement.

Skippy.

What! Hey, you can't do that.

Alice.

Why not? I've got a good job and I'm getting along. At least I was until you came into my life.

Skippy.

That's unfair. You can't do that to me. Gosh, you only make

twenty two dollars a week. That's not enough to give up marriage for. Besides, I've got a career, and I need your job.

Alice.

Well, I might marry and still keep my job. That's been done, you know. Many of our employees are married. Of course, most of them work only during the Christmas rush, but I might manage. I work for Mr. Brown, you know;

Skippy.

(Seriously) But Miss Johnson, a woman's place is in her home.

Alice.

All right. I'll agree to leave in June on one condition.

Skippy.

(Anxiously) What's that?

Alice.

That you never mention marriage to me again until it happens.

Skippy.

Okay. I agree. Now Miss, Donald, Don't you think.....

Mary.

(Interrupting) I think you'd better hurry and get those forms for Miss Johnson. (Handing him some letters) And mail these on the way, MISTER WILLIAMS.

Skippy.

(Beaming as he goes out L) That's swell! So here goes Mister Williams! (Exits as the girls laugh)

Curtain.

The Re-creation of Uncle Dan - Leisure-time Guidance Play

Purpose is to present information.-- This study has indicated that the major problems in leisure-time guidance are revealing to the pupils the higher type of activity, making them desirable, arousing an interest and a desire to participate in them, and to some extent, making them possible. This play attempts to give information concerning the importance of acquiring leisure-time activities, the larger fields of activities available, and, to some extent, the pleasure that can be derived from participation in certain activities. It also makes a leisure-time activity possible through the participation of pupils in the play itself. The classification of activities given in the play are based upon the divisions suggested by Jones.^{1/}

Educational objectives.-- In addition to the guidance function of (1) presenting information about leisure-time activities, (2) providing an opportunity to develop skill in them, and (3) developing a real interest and desire to participate in them, an assembly program which would include this play would have the educational objectives of (1) widening and deepening pupils' interests, (2) inspiring to worthy use of leisure-time, (3) developing self expression, and (4) correlating school and community interests.

^{1/} Op. cit., p. 385-387.

The Re-creation of Uncle Dan

Cast of Characters.

An Announcer

Robert Hampton A junior high school boy
 Claire Hampton His sister
 Mary Mahew Claire's friend
 Ralph Johnson Friends of
 Dana Smith Robert
 Uncle Daniel Robert's Uncle
 Judge Houghton Local judge
 Boys and Girls Members of the Uncle Dan Hobby Club

The Scene: The scene is a simple interior, the living room of the Hamptons'. It is an ordinary room, arranged more for comfort and the pleasures of real home life than for artistic effect. There is a fire place right with a divan before it. A large comfortable chair is up right and another up left. A stuffed chair is down left. A secretary and chair are left. There are end tables, lamps, and other bits of furniture arranged to make the room attractive yet comfortable. A small table is left of the entrance centre. Entrances are left and centre.

Before the curtain rises the announcer enters from the right. If possible, he should have a loud speaker and microphone, but this is not essential. Music for transition between announcements and the scenes can be furnished by a victrola off right, or a piano or orchestra.

Announcer.

Your Time Hurries On! This week your little theatre of the air takes you to New Hampshire where you will see enacted before you one of the vital dramas of the day. This drama, taken from real life, shows how a little town of that state has met the problem of leisure-time for youth and answered it. No longer do young people walk the streets of the town, getting into and out of trouble; no longer do older men and women whose leisure time has been greatly increased by new machines spend their time in useless pursuit of pleasure. Today the community centre is alive with boys and girls, men and women - all doing things worthwhile. There are activities from football to ping pong and from tennis to knitting. But not the least of these activities are the Uncle Dan Hobby Clubs. These unique organizations had their beginning five years ago. But that is the story. We move now to Dewey, New Hampshire, and look into the Hampton home. Four young people are worrying, worrying about what to do with their crabbed, cranky Uncle Daniel who seems to have inflicted himself upon the whole family. Your Time hurries on! (Music as the announcer moves off stage R) The curtain slowly rises on the living room of the Hamptons.

Robert and Ralph are left in chairs, Claire and Mary are right on divan.

Ralph.

After all, HE's not MY uncle. If he were, I'd do something about it.

Robert.

He's not my uncle either, really. He's just a grand-uncle.

Ralph.

Humph! There's nothing grand about him.

Mary.

I don't suppose there is much you can do. After all, if your father and mother think it is all right for him to be here, you can't make him move out. I'll bet my folks wouldn't let some old crab of an uncle come into our house and boss me around the way your Uncle Daniel does you. Gee, I never saw such an old crab. He's not even polite to your friends.

Claire.

That's what makes me so mad. I can stand having him boss us around and growling at us all the time, but when he treats our friends the same way. Gosh! Why last night Alice was here and he almost jumped down her throat for mentioning it was raining. "Don't you think we know it!" he yelled. I thought Alice would faint, she was so frightened.

Robert.

Yeh, it was almost funny. I would have laughed right out only I felt sorry for Alice. Uncle Daniel doesn't frighten me, he

just annoys me. He's like a big windstorm. All bluster and nothing else.

Ralph.

He's more like a hurricane.

Claire.

You wouldn't think he was just a windstorm if you could see the wreck he made out of one of the trays of moths I was collecting. I'd gone to a lot of trouble to mount them and I put them on the dining room table while I went on an errand. It just happened that he wanted to put something on the table too, and whee! (makes sweeping gesture)- all over the floor. He's worse than the terrible tempered Mr. Bangs. I told mother, but she says I exaggerate.

Robert.

You can't expect any sympathy from either Mother or Dad. They pity the old duffer and humor him along. He may be all right to them, but I'll tell the world he's just a pain in the neck to me.

Ralph.

I haven't any kick coming. I don't have to live with him. Yet I don't see why he has to growl at me every time he comes to the door when I ring. Yesterday he stood at the door and yelled right into my face, "WHY DON'T YOU WALK IN! YOU AS MUCH AS LIVE HERE ANYWAY!"

Claire.

Shhhh! Not so loud. He'll be down here yelling at us again.

Robert.

Yeh. Take it easy. You know how he hears everything.

Ralph.

Why don't you do something drastic. Give him the old one, two, like this. (Takes pillow and pounds it ferociously).

Mary.

Don't forget, Mister Joe Lewis, Uncle Daniel is an old man.

Ralph.

Well, then, play some tricks on him. You know. Tie his door shut and put a bucket of water over it so that when he pulls it open, he'll get wet.

Robert.

An not be able to come home for a week? Nothing doing.

Mary.

There are simpler ways than that. You could put some pins in his favorite chair and say it was an accident.

Ralph.

Dynamite in his breakfast food would be better.

Robert.

We might try seeing how much nuisance value we have. Maybe he'd leave, then. We could play the harmonica late at night or get the daily paper and hide it. That would fix him. That's the only thing he does all day long - read the newspaper. He starts at page one and goes right through to the want ads. He never even skips the death and marriage notices. I never saw anyone take so much time on a newspaper.

Mary.

Poor man. Nothing to do all day, and he can't even do that well.

Claire.

(Rising suddenly, snapping fingers) That's it! Why didn't I think of it before?

Robert.

Think of what?

Claire.

What's wrong with Uncle Daniel.

Robert.

What's wrong with him? Are you asking me or telling me?

Claire.

Don't be silly. I'm telling you. Mary just suggested it, and if I hadn't spent so much time disliking him, I'd have thought of it before. Why he's.....

Robert.

(Quickly interrupting) Ixnay! Ixnay! (Every one is suddenly silent and almost rigid. They face the entrance centre expectantly)

Uncle Daniel stomps in centre. He is an elderly man, though not feeble by any means. As he comes in he notices the group, stops centre, looking from one to the other)

Uncle Daniel.

(After an embarrassing pause)(With bluster) Well, what are you all doing here? Sitting around, taking up the best chairs,

doing nothing as usual - indeed, you are probably cooking up some schemes to waste more time. **Who** had this morning's paper?

Robert.

Er, ah, I think I had it.

Uncle Daniel.

(Storming) You THINK you did! I know you did. It is not all there. Where's the last page? Why the death notices and marriages aren't there. Now I can't read all my paper! (pause) Well, where is it? Say something.

Robert.

(Stammering) I..I..ah, I.. that is..

Uncle Daniel

Stop your stuttering and stammering. Out with it! Where is it?

Robert.

If you mean the last page, I used it.

Uncle Daniel.

(Loudly) Used it! Used it! What for, may I ask? To build a fire?

Robert.

I, er, I was constructing a model aeroplane and I needed some paper.

Uncle Daniel.

(Very angry now) Of all the stupid, nonsensical...I am at loss for words. The one thing I have to do all day, the one pleasure I have in life, **reading** the paper, and you use it to

build model aeroplanes. Stuff and nonsense! Wasting time and using my paper. (Wheeling on Ralph) What are you snickering about, young man? You act as though you lived here. I dare say you had something to do with those boats that were floating in the bath tub.

Ralph.

(Taken aback) Ah, yes, sir. Those are some models I was whittling. I brought them over for Robert to see.

Uncle Daniel.

Model Boats. Stuff and nonsense! More waste of time. I never saw young people that had more silly useless things to do than you do. Model aeroplanes cluttering up the house, boats in the bath tub, and like as not one couldn't find a tool in the tool chest because you've been using them all. (Turning on Claire) And the girls are just as bad as the boys. I just sat in a chair full of postage stamps!

Claire.

(Rising, excitedly) Oh, Uncle Daniel, they were mine. What did you do with them?

Uncle Daniel.

After I got them off my trousers I put them in the waste basket where they belong. You and your stamp collection and butterfly collection. (Generally) Let me tell you young people, when I was your ages, I worked from daylight to sunset, and I was mighty glad to get to bed and get some sleep instead of gallivanting around to somebody else's house to sail

boats in their bathtub. All you want to do is collect this and that, or make this model or that model. No idea of work ever enters your hollow heads! It's all play, play, play!

Claire.

(Timidly) We are taught to work too, Uncle Daniel. Only machines have taken over so much more of the labor since you were a boy, that there is much more time for leisure.

Robert.

(Encouraged) That's right, Uncle Daniel. Today one wouldn't be allowed by law to work as long as you had to. There is much more spare time, now, and everyone thinks you ought to learn something worthwhile for your leisure time. It is better to do those things we do than to waste our time and get into trouble.

Uncle Daniel

Stuff and nonsense! You're always getting into trouble as it is. That's just an excuse to waste your time. (At this point Dana comes in with his camera and flashbulb. He sees Uncle Daniel, quickly lines his camera up, and as Uncle Daniel turns to go, flashes)

Dana.

Oh, boy, that was a peach. Got it right.

Uncle Daniel.

(Startled, and angry) Why you young imbecile! What do you mean by frightening me like that. Do you want to kill me? Don't you know I have a weak heart? I've a good notion to break

that camera and your neck too.

Dana.

(Chagrined) I'm sorry, sir. I really didn't mean to frighten you. I just thought I'd.....

Uncle Daniel.

Stuff and nonsense! You didn't think at all. Why in the world are you going around taking pictures of people as though they were criminals?

Dana.

It's just a hobby. I like to take pictures and develop them in my leisure time.

Uncle Daniel.

~ Stuff and Nonsense! Hobby! Leisure time! I give up! (Stomps out centre)

Dana.

Whew! Did I start something? I'm sorry if I did.

Robert.

Don't worry, you didn't start it.

Ralph.

I'd say you just finished it off nicely.

Mary.

I'm going home. I'm so nervous I could cry.

Claire.

(Going to her, they sit again on davenport) Oh, please don't go, Mary. You mustn't let it worry you that much. After all, we know what to expect from him.

Dana.

Anyway, I got a honey of a snap. Picture of a man about to bite a lion's head off. Think I'll put it in the new contest. Did you folks see the paper?

Ralph.

Did we see the paper? Ask Uncle Daniel.

Robert.

Are you trying to kid us?

Dana.

No, not at all. My name was in it. I won first prize in this week's amateur photographer's contest. Ten dollars, and no less.

Robert.

Not bad. You ought to get twenty for that picture of Uncle Daniel. You'd make a fortune if you could get him with both arms in the air and both feet off the ground.

Ralph.

And with his mouth wide open and his eyes popping.

Dana.

What's the matter with him, anyway? Has he got the gout?

Robert.

My darling sister over there has it all figured out. She was just going to tell us when Uncle Daniel barged in. Maybe she'll let you in on the secret.

Mary.

(Who has been talking quietly with Claire- looking up) What

makes you think it is a secret. It is really quite evident.

Ralph.

Just as plain as the nose on Jimmy Duranty's face. He's just an extra special blue ribbon crab.

Mary.

Those are harsh words. (Laughs)

Claire.

(Thoughtfully) All right, smarties. I'll tell you what I think. In the first place, you're all wrong. I don't believe that Uncle Daniel is a crab just because he wants to be. He just can't help it.

Ralph.

Well what's the difference. If he could help it, he might be worse.

Robert.

If he'd try to do something about it, he could.

Dana.

Boy, I've got to keep the old flash handy around here. He might cloud right up into a tornado.

Claire.

I'm really serious. I think the trouble with Uncle Daniel is, he doesn't have anything to do.

Robert.

Nothing to do but crab and bother us.

Claire.

That's it exactly. Nothing to do but crab and crab. What does

he do all day? He just reads the daily paper from cover to cover and that is all. Why? I ask you, why?

Dana.

What is this a guessing game? I'll bite, why?

Ralph.

To find out how many people are out of work or in misery so he can be happy about something.

Claire.

No, smarty. It's because he never really learned to do anything else. He's right. When he was young everyone thought only of work. Our teacher has told us about that, and everybody knows it was true that people worked longer hours years ago than they do now. All people thought of was getting rich, and no one had leisure time unless he was rich. (She has risen and is down centre) So poor Uncle Daniel never learned to play. And that is what is wrong with him now.

Robert.

I guess he did have to work hard when he was a kid. Dad and Mother both said that. They said he had to work hard all his life merely to make enough to live on comfortably in his old age.

Ralph.

And now he has enough money and enough time, and he can't enjoy either. I have to admit, it sounds kind of tough.



Claire.

And it is, too. Why don't we do something about it?

Mary.

You mean help Uncle Daniel to play? Good night, not me.

Dana.

Can you imagine playing a game of tennis with him? He'd miss the first ball and throw the racquet at you. Count me out.

Robert.

I don't think we could do much that way. After all, he's pretty old to play the games we play. I don't think he'd even like golf.

Ralph.

He'd break the clubs the first day, and probably wind up breaking the caddie's neck in the bargain.

Claire.

You are all supposing things that aren't so. We might not be able to do much with him in athletics, but they aren't the only kind of leisure-time activities, are they? There are other kinds besides the purely recreational.

Mary.

What were some of those that speaker mentioned in assembly the other week?

Dana.

Don't know. I cut it. I always manage to cut the good ones.

Ralph.

(Rising and stretching) Ho hum. Speaking of leisure-time re-

minds me. I wanted to get to bed early tonight.

Robert.

Don't go yet. I think Claire's got something here.

Ralph.

Listen, I'm not butting in on any of Uncle Daniel's business. I know when I'm well off.

Mary.

Oh, don't be a sissy.

Dana.

Sure, beard the lion in his own den. Come on, stick around.

Claire.

I remember what that speaker said. He said there were escape activities..

Dana.

(Interrupting) Sounds like jail.

Mary.

Shush, don't be silly.

Claire.

(Continuing as though unmindful) General culture or appreciation activities, creative activities, and service activities. I think he said the escape activities included reading, movies, baseball games, and other recreational activities.

Ralph.

If you took Uncle Daniel to a baseball game he'd want to kill the umpire the first thing.

Mary.

You might get him to go to the theatre, or the opera, or to some concerts.

Claire.

We could try that, but they don't come often enough or else when they do, we couldn't all go.

Dana.

I still don't see why we figure in on it.

Robert.

Maybe you could get some good pictures, Dana. Picture of Uncle Daniel sound asleep in the opera.

Ralph.

We could try the social clubs and service activities. I don't think he'd be welcome at some of them though. Gee, can you imagine Uncle Daniel as a Boy Scout Master?

Dana.

Or a club leader at the Y.M.C.A.?

Mary.

You seem to have eliminated everything but Claire's original idea.

Robert.

The idea was good, but that's all.

Claire.

I still think that Uncle Daniel would be a different man if he had something worthwhile to take up his time. Someone once said an avocation was as important as a vocation to any-

one who wants to have a balanced personality. That's what Uncle Daniel needs, and I think it would be a good thing for all concerned if we could introduce him to some new leisure-time activities. What if these others won't do just now. He might turn to them later. Once we get started on something, or rather once he does, you don't know what might happen.

Dana.

Don't worry- I know. (General laughter)

Mary.

Why not teach him how to take pictures, Dana?

Claire.

Hobbies! That's it.. Listen, I've got a scheme. It's ENORMOUS!

Ralph.

(Showing interest) Let's have it.

Robert.

Leave it to the girls to get a scheme.

Claire.

(Going to centre, looking out- returning cautiously) Listen, everybody. We can all get in on it.....(They gather in the centre of the stage as the curtain closes) (music)

Announcer.

(Coming in from right- music fades out) Your time hurries on! So a little scheme was hatched by the young people. Uncle Daniel was to be the innocent victim. The great big bear of an uncle was to be introduced to some leisure-time activities to

help him balance his personality. What was Claire's scheme? Would it work on the cranky uncle? We'll look in on the same scene three nights later. Uncle Dan is as cranky as ever, but wait and see.. Your Time hurries on! (Music as he leaves-
music fades and curtain opens disclosing Uncle Dan sitting in
chair right reading the newspaper. After a moment Robert comes
in centre; he has a small microscope which he is carrying
carefully. Uncle Dan pays no attention to him, being complete-
ly absorbed in his newspaper.

Robert.

(Going up to him) Er, ah, excuse me, Uncle Daniel.

Uncle Daniel.

(Shouting) What is it! Can't you see I'm busy? Say what you want and get out.

Robert.

(Proffering him the microscope - timidly) I only wanted to ask you if you would help me to identify these little things in this drop of water. I don't know what they are.

Uncle Daniel.

Well, how do you expect me to know what they are? Do you think I have nothing else to do but go around peering into one of those microscopes at drops of water?

Robert.

Gee, I'm sorry , Uncle Daniel. I just thought you'd know for sure because no one else does. You usually know things.

Uncle Daniel.

Eh? Why don't you ask your father?

Robert.

He doesn't know that's why I came to you. You see, I just got this little microscope set for a hobby. Thought maybe I'd learn a little something about biology in my spare time. I figured you'd help me out if I got stuck, since you know a good bit about these things. Oh, well. (Puts microscope on end table near divan, looks through it for a moment, and goes out centre, leaving microscope. Uncle Daniel seems absorbed once more in his paper.)

Uncle Daniel.

(Mumbling to himself after a moment) Stuff and nonsense! Drop of water. Humph! (He seems to be having difficulty in reading his paper. Every so often he looks up at the microscope. Finally he puts the paper aside, goes quietly to door centre and looks outside. Comes back to microscope and squints through it. Looks up sheepishly, but upon seeing no one, goes back to microscope. He is very much absorbed in squinting at the drop of water when Ralph comes in quietly centre carrying a model boat.)

Ralph.

Excuse me, Mr. Hampton, but....

Uncle Daniel.

(Taken by surprise and very much annoyed) What the deuce do you mean by sneaking up on me like this! What do you want?

Ralph.

(Pretending to be chastened) I just wanted to ask you if this main-mast is in the right place in this model.

Uncle Daniel.

Main-mast? In the right place? How should I know?

Ralph.

(With pretended surprise) Don't you know? Why I thought you would. Robert said you knew almost everything.

Uncle Daniel.

(Caught off guard) Well, I, ah.. Who said that?

Ralph.

Robert, and Claire, too.

Uncle Daniel.

(Himself again) Is that so. Well, I don't know. (Softening) That is, I.. Oh, leave the thing here and I'll look at it when I find time.

Ralph.

Yes, sir. Thank you, sir. I knew you would. (Goes out with a smile of triumph) (Leaves model on floor centre)

Uncle Daniel.

(Back to his chair- picks up paper again- mumbling) Knew I would, humph! Knew I would. (Rises, throws paper down in disgust) These young people are certainly sure of themselves. (Goes to model, picks it up and examines it- with new interest) Haven't seen one of these since I was a kid. Humph. Not too much out of proportion, either. Let's see, the main-mast,

the mizzen - no, that's not right. Now where should that be? (Is busily examining the model when Claire comes in from left)

Claire.

(Sweetly, as she goes to him) Oh, Uncle Daniel. You're just the man I want to see.

Uncle Daniel.

(Quickly putting model on floor) Eh? What's this? What's this? (He is too taken by surprise to react angrily)

Claire.

Will you help me to classify this bug I caught. Is it a Lepidoptera?

Uncle Daniel.

Lepi- Leip what?

Claire.

Lepidoptera. I knew you would know, that's why I brought it to you.

Uncle Daniel.

Oh, yes, yes. Of course. Er, leave it here and I'll examine it later. (Goes back to chair and paper)

Claire.

(Putting bug on end table beside him- patting him gently on shoulder) Thank you, Uncle Danie, You're an old darling. (Goes out centre)

Uncle Daniel.

(Not altogether displeased) Uncle Danie. H_umph! Old Darling.

Old. Stuff and nonsense! (Goes to microscope. Is busily engaged in going from microscope to boat, to bug as Dana and Mary enter- arguing over camera which Dana holds)

Dana.

(As he comes centre) I guess I've taken enough pictures to know enough to use a three second exposure for that.

Mary.

(Staying with him) Well you don't know everything. You can over expose just as easily as you can under expose. You should be careful of that. Two seconds is enough on a super pan film.

Dana.

You don't know what you're talking about. Look - that's just right. (Shows her setting of lens)

Mary.

It's not right. (She turns to Uncle Dan who has sheepishly made his way back to the chair and is now buried behind the daily paper) I know it's not. You ask Uncle Daniel, HE'll tell you.

Dana.

All right. He knows . You ask him and he'll tell you I'm right.

Mary.

Excuse us, er Uncle Daniel. If you don't mind my calling you Uncle Daniel. (Smiles sweetly at him)

Uncle Daniel.

(Trying to be stern, but having a difficult time at it) Now what? (Puts paper aside)

Dana.

I'm trying to arrange this camera to take an indoor with average light and we can't agree on the exposure. Will you set the lens for us? (Proffers camera)

Uncle Daniel.

Stuff and nonsense. Put it down and I'll look at it when I find time.

Dana.

(Putting camera on secretary) Gee, will you? You're a swell guy. Come on, Mary, we'll arrange the lights. (He goes out centre)

Mary.

(Hesitating) I want to thank Uncle Daniel.

Uncle Daniel.

I'm not your uncle, young lady. I.. ah.

Mary.

(Sweetly) But I may call you Uncle, mayn't I?

Uncle Daniel.

(Trying not to look pleased) Well, I suppose so, if you have to.

Mary.

(As she goes out) I think you're an old peach, Uncle Daniel.

(Exits centre)

Uncle Daniel.

An old peach now, am I. First thing you know they'll be calling me a lemon, or, or a pumpkin. (Goes over to secretary and

examines camera). Stuff and nonsense! What do I know about this?
 (Moving centre) But they think I do know. How am I going to
 tell them differently? And this ship model, and bug, and drop
 of water. Now what chance will I have to read my paper until
 I find out about these things and answer their questions.

My peace has gone forever!

(Music as the curtain slowly closes)

Announcer.

(Before curtain as the music slowly fades) Your time hurries
 on! Well may Uncle Daniel's peace be a thing of the past, but
 in its place has come a peace of mind he never knew before and
 an absorbing interest in life. This has made Uncle Daniel
 known to thousands of boys and girls as Uncle Dan, and the
 community in which he lives considers him to be one of its
 best citizens. The boys and girls look upon him as a friend
 and benefactor. Thanks to Claire and her friends, the scheme
 really worked. Let us look in on the same scene one year later.

(Music and slow curtain) Your Time hurries on!

As the curtain rises the music fades and Claire, Robert, Ralph,
Dana, Mary, and a number of other boys and girls are discover-
ed grouped about something centre. The silence is suddenly
broken by a spontaneous cheer, and the group moves back from
the centre with ad libs of "Good old Uncle Dan, Hurrah for
Uncle Dan, I knew he would do it". As the boys and girls
place themselves about the room, Uncle Dan can be seen sit-
ting on the floor, centre, holding in his hands a model aero-

plane. He is smiling.

Uncle Dan.

(Rising from the floor) It may not fly, but you'll have to admit it's put together right.

Boy.

(Advancing and taking plane) It will fly all right. Thanks a lot, Uncle Dan. (They move back)

Robert.

(Assuming position at secretary right) Order, everybody. (The boys and girls sit quietly on chairs, floor, and divan) We have a lot to do tonight, so I think we'd better start the meeting right away. The secretary will please read the minutes of the last meeting.

Ralph.

Mr. President.

Robert.

Ralph has the floor.

Ralph.

Why don't we try out our new pledge first.

Robert.

All right. Let's first repeat our pledge.

All.

I pledge myself to use my leisure-time sanely, wisely, and well in order that I may become a full, well rounded personality, a worthwhile citizen of my community, and an exponent of this great Democracy, America.

Mary.

(Reading) I'll read the secretary's report. The regular meeting of the Uncle Dan's Hobby Club number 1, was held at the usual time in the Hampton home. There were no committee reports. Under new business the possibility of organizing a club for older folks was considered. The suggestion was left to Uncle Dan and a committee of three to decide. A report was read during general discussion by Frank Smedley on his collection of buttons. Another was read by William Blakley on the use of color in photography. After refreshments, served with the compliments of Uncle Dan, the meeting was adjourned. Respectfully submitted, Mary Mahew, secretary.

Robert.

Are there any additions or corrections to the minutes? (Pause) If not they stand approved as read. Now, before we turn to committee reports, I would like to let you all in on a surprise. May I turn the floor over to Judge Houghton?

Ralpn.

Judge Houghton! Where is he?

Claire.

Right here. (Goes to centre, beckons-Judge Houghton, a middle aged man enters from centre, goes to Robert.)

Robert.

Members of the Uncle Dan Hobby Club, may I introduce Judge Houghton who has a surprise for us. Mr. Houghton, you may have the floor.

Judge Houghton

Thank you. (Rises and stands by Robert) I'll make what I have to say short. As you all know, my position is one which brings me into contact with much of the element of this country which law respecting people do not care for. We as citizens have been trying to reduce this element to a minimum. More particularly have we been interested in reducing the number of young people who have become entangled in the meshes of the law through dishonesty and other practices. Just recently this community in which you live was judged to have the lowest juvenile crime record for any city its size in the United States. That, my young friends, is something to be proud of. (Applause) And that is why I am here tonight. I have been appointed to tell you that the citizens of this community ascribe this low crime record to the Uncle Dan Hobby Clubs because they give our young people something to do with their time and keep them out of trouble. For that reason, I take great pleasure in presenting to your Uncle Daniel Hampton this watch and medal with the compliments and respect of the entire city. Mr. ..er, I mean Uncle Dan. (Uncle Dan comes forward sheepishly as the children applaud)

Uncle Daniel.

Your honor, and boys and girls. I really don't deserve this, for only a short time ago I was just another crabby old man. All this is due to you young people who showed an old man the error of his ways. I trust that no one of you will ever have

to grow to old age without a leisure time interest to round out your personality and make your last years pleasant to you and all concerned. (Takes gifts and shakes hands with Judge)

Claire.

(Coming over to Uncle Dan- taking his arm) Thanks to you, you darling, we won't have to.

Uncle Daniel.

(Laughingly) Not OLD darling?

Ralph.

(Jumping up) What do you say, gang, Three cheers and a song for Uncle Dan!

All.

Hurrah! Hurrah! Hurrah! (Uncle Dan, Judge Houghton, Robert, and Claire are smiling in a group in the centre as the rest sing) For he's a jolly good fellow, For he's a jolly good fellow, For he's a jolly good fellow, Is our Uncle Dan.
The curtain slowly closes on this happy scene, music comes in)

Announcer.

(As the music fades out) Your time hurries on. That is the story of one man's leisure-time. What about yours? Will you wait until you are old and crabbed before you realize the importance of leisure-time activities, or will you take advantage of all the school and community offers you now? The choice is yours to make.. But whatever you do, make the most of your time, for your time hurries on! (Music, gradually fading)

The End.

Babes in the Woods - Orientation Play

Play based upon fundamental activities of junior high schools.-- The play given here was written for this study to illustrate the drama as a technique in presenting information about the school to new pupils. Because every school presents different problems of orientation, plays of this type are not common. However, there are certain activities which are fundamental to junior high schools, and nearly all schools have these activities to offer new pupils. It is with these that this play deals. The play is so written, however, that any one or a number of activities may be deleted, or others added without destroying the effectiveness of the dramatic situation. If a school does not have certain activities such as girls' athletics, other activities may be substituted. If there is one particular activity, such as the school paper, of which the school is proud, this may be worked into the script.

Educational objectives of play.-- A program of orientation in which this play would be presented would have educational objectives as follows: (1) to unify the school, (2) to educate the school in the common or integrating knowledges, ideals, and attitudes, (3) to instill the commonly desired ideals and virtues, and (4) to emphasize correct audience habits. There may be other educational objectives, such as to inspire to worthy use of leisure time, if the school stresses information about clubs and other extra-curricular activities.

BABES IN THE WOODS.

A Guidance Play in One Act.

Cast of Characters.An Announcer.

Gretal Newgirl: A typical seventh grade girl.

Hansel Newboy: A typical seventh grade boy.

Fairy Godmother: A ninth grade girl.

Principal.

Head Counselor.

Teacher.

Librarian.

Girls' Coach.

Boys' Coach.

Tumbler: An eighth grade boy.

Club Members.

President of the Student Government.

Boys and Girls - members of teams, etc.

Scene.

The scene represents a forest. A backdrop with forest, a few shrubs here and there on stage, anything that will add to the illusion of a deep forest.

PROLOGUE

(The announcer steps before the curtain) To all students ofJunior High School, greetings. We are going to present for your entertainment and your enlightenment, a fairy tale. Though it may begin 'Once upon a time', it is not an old tale. For the once upon a time is now and the characters are (pointing to new group) you and you and you.

Have you ever imagined that you were Hansel and Gretal and that you were lost in a strange bewildering forest? Perhaps, hidden in the depth of that forest were strange mysteries and pitfalls, waiting to trap your unwary feet. But in spite of these, you had to go through that forest. Have you, then, in your imagination called upon a Fairy Godmother to guide your youthful footsteps along the paths that you had to take?

If you have imagined these things, you will see yourself in this play. For here we present two children, modern Hansels and Gretals, intent upon a journey through life that takes them into a deep and mysterious forest of which they have heard much. The tales they have heard are both alluring and frightening, but through the forest they must go to achieve their goals in life. They, too, will call upon their Fairy Godmother.

The forest you will see and recognize, for it is none other than that mysterious depth ofJunior High School. The mysteries you will recognize, the Fairy Godmother you

cannot mistake, and the children - who are they? Hansel New-boy and Gretal Newgirl. They have just left the tiny forest of grammar school whose paths are now familiar to them and whose mysteries are long since solved. But lo, this is not a tale to be told by me. Watch it unfold before your eyes.

(exit)

(At the rise of the curtain there is discovered a large group of pupils gathered in a circle. Among these children one sees an occasional adult, a teacher or two, a coach, the principal or his assistant. Some of the pupils are dressed in athletic uniforms. There is a football player, a few basketball players (both boys and girls), baseball players, tennis players, and even ping pong players. There is a boy and a girl with a pile of books before each which he seems to be studying unmindful of what is happening elsewhere. Other boys and girls are in the circle. All is quiet in the subdued light as Hansel and Gretal enter timidly from the left. Down centre Gretal stops and thoughtfully surveys the forest. She gropes for Hansel's hand which she holds tightly).

Gretal.

Oh Hans.....I..I am afraid.

Hans.

But we must not be. We must go on.

Gretal.

The forest looks so dark and forbidding. It frightens me.

Hans.

They are only trees. In fact, they are not much different.

forest through which we have just gone. And surely the trees there did not frighten you.

Gretal.

(Drawing back) No, they did not frighten me, only at first. I grew to love them. But these are bigger. Oh, let us go back.

Hans.

(Quietly with determination) There is no turning back.

Gretal.

(Coaxingly) How lovely it would be to play once more along the old familiar paths. We knew every nook and cranny, every tree by its name, but here..(Shudders).

Hans.

Gretal, we cannot go back. This is the forest of junior high school, and through it we must pass to the great world of high school and opportunity that lie beyond. Come, hold tightly to my hand. Be not afraid.

Gretal.

Go slowly Hans. Don't ever leave me.

Hans.

Of course not. Come, let us try this path. Quietly, now. Perhaps it will be easier than we think. (They advance slowly to the circle of pupils who have been standing very still. Just as Hans and Gretal reach the edge of the circle, the pupils all break into noisy activity. The football player bends up and down shouting signals; the basketball players toss balls to each other and shout; some are declaiming; some debating; some reciting speeches; some are cheering - all in all the

scene is one of great confusion. Hans and Gretal are running from one place to another in panic as though seeking a way out. After a minute, they find their way out, and immediately the confusion ceases, the forest is as it was before. Hans and Gretal cling fearfully to each other left.

Gretal.

(Tearfully) Oh Hans! Did you hear?

Hans.

I know, I know. I too am fearful.

Gretal.

And there are so many paths to take. We should become lost. Please, let us turn back.

Hans.

But we cannot turn back. There must be a way.

Gretal.

There are paths that lead to strange places. I heard voices crying 'clubs, clubs', and others crying 'sports, sports! What of these?

Hans.

I do not know. I know only that they are not to be feared. If we could find the way, these paths would help us to the land of opportunity that lies beyond. I know that is true, for I heard the birds singing of them, strange things though they were, football, basketball, and student government.

Gretal.

And library and departmental studies.

Hans.

There must be a way. Have you the wishing ring?

Gretal.

I have but one wish left. I must not use it unwisely.

Hans.

wish that we may find the way through this forest. That is a wise wish.

Gretal.

(Drawing back). No, no! I do not want to use it. I shall go back - alone.

Hans.

(Holding tightly to her hand) We must go on, Gretal. Come, make the wish. I command you.

Gretal.

(Pleadingly) I beg of you. Come back. This would be our last wish.

Hans.

(Adamant) Turn the ring and wish.

Gretal.

(As she twists the ring) Wish with me.

Hansel.

I shall.(With Gretal) We wish to find paths through the Junior High School that will be the best paths for us- paths that will be helpful and stimulating, with nothing for us to fear. (As Gretal sobs) There, we have done it. Do not cry now. The wishing ring has served us well before. This time it will not fail.

Gretal.

Dare we go now? Nothing has happened.

Hans.

Wait. There will be an answer to our wish.

Spirit.

(Approaches from the right, smilingly) Greetings Gretal Newgirl and Hansel Newboy. Have you been waiting for me?

Gretal.

Are you our fairy godmother?

Spirit.

I am the Spirit of Junior High School, and I have come in answer to your wish. This is my enchanted forest, and if you will come with me, I will explain its mysterious depths and point out its many paths.

Gretal.

It is so frightening.

Hans.

And confusing. There are so many paths and pitfalls.

Spirit.

Indeed, there are many paths, and myriad feet have trod them. Some you would not want to take, for they would not suit you. But for each of you is a path all your very own. That is what you must find. Nothing will frighten you, but many things will help you on your journey through. Come, see all, and be not afraid.

Gretal.

(Timidly approaching her). Please take my hand.

Spirit.

Gladly. (She takes Gretal's hand, and followed by Hans, approaches the forest. No confusion results this time, but instead each child in the forest turns and faces front in an orderly manner.) (Addressing the forest). Oh enchanted and enthralling forest ofJunior High School, new children approach you. Their misgivings you must do away with by making your mysteries clear to them. Come, I command you to speak. Tell them your ways that they may find a path suitable for their footsteps that may take them safely through your depths to the land of opportunity that lies beyond.

Forest.

(In unison) Welcome new children. All we have is yours. We have but open arms for you. (They reach out their arms, and at this gesture Gretal draws back, only to be reassured by the Spirit) (From the rear of the group the Principal, two Teachers, and the boys' and girls' Coaches approach).

Spirit.

(Bowing). Here is our Principal, the one who commands everything in the forest, yet the one who is the friend of all who journey through its depths.

Principal.

(Shaking their hands). Gretal Newgirl and Hansel Newboy, I wish to welcome you to our school. You are now a part of it. Your problems are our problems, and we shall daily seek to aid you in solving them. My office is always open to you, and I would gladly answer all your questions. Rules are few in this forest,

but those few are deemed necessary to the welfare of all and must be obeyed. Learn them soon and keep them. That is my first suggestion. No doubt you will make mistakes, but soon you will be better able to judge the right path from the wrong path. For the next three years, look upon me as your friend both in need and in deed. (Turning to the head counselor) Here is our head counselor who will assist you in discovering the path that you alone shall travel. He is your chief guide in this forest. (Steps back and exits right).

Head Counsellor.

Friends, there is no confusion where none exists. Here in the Junior High School are many paths, but each leads to the land of opportunity. I, your teachers and counselors, and all others will aid you in selecting the path you will take. When you come to a crossroad or lose your way along the main road, the helping hand of the counselors will be there to lead you right and point the way. And there are others, too, who will watch each step as you make your way through. Here are your teachers. (Steps aside and exits right as teacher advances).

Teacher.

Hansel Newboy and Gretal Newgirl, there will be strange faces among us, and strange names to become acquainted with. And there will be different ways of studying and holding classes than you have had before. But your teachers will help you to meet these. But we are your friends, remember that. Only as we help you, step by step, can you advance to the world beyond.

Trust us, and know that though the end may seem far from each daily step, day by day the path is being formed that will see you safely through. (Turns to Librarian). And here is one who will be as a staff to aid you over the hills and rough places. She is our librarian. (Exit right)

Librarian.

I command knowledge of all that lies beyond. All pathways are known to me. Come to me, lean upon me daily in all your steps, for in the library will you find a power that will surprise you.

Gretal.

Shall we be able to call upon you at any time?

Librarian.

At any time. And the sooner you come to lean upon me, the easier will you find your way. Farewell until we meet again. I'll take my helpers with me. (The boy and girl with many books come out and follow Librarian right.)

Spirit.

You see, these trees are not much different from those of the grammar school forest. A bit larger, perhaps, and older.

Hans.

They seem so happy.

Spirit.

They are. And why not? Everything in the forest is there to help them. But here are the coaches.

Gretal.

Coaches? Does one ride?

Spirit.

(Laughingly) Athletic coaches. Not all is work in the forest ofJunior High School. You must learn to play with others who are going your way. It is important that your bodies be made strong and that you learn the rules of health. The coaches will help you to do these things. But let them speak for themselves.

Girls' Coach.

We shall say little. Boys and girls who once were new boys and new girls like you will show you what they are doing to build stronger bodies and to make the way happier and healthier. First-
(At this point Tumbler runs forward and turns a tumble)

Tumbler.

Heigh ho! Is it my turn now.

Boys' Coach.

No, no. Not yet. Go back.

Tumbler.

(Turning another tumble and going back)Heigh ho! But my time will come.

Girls' Coach.

(Smilingly). He'll make certain of that. First, let me show you the girls' gymnasium work. (Three girls step forward. Two try to hit the third with a ball while the third dodges through out the following). There are many games we play that are fun, yet they help us to become stronger in our bodies. How delightful it is to run and play, to march and to work your muscles that have grown stiff from disuse. Now here are the basketball players. (Others move back into group while two in basket ball

uniforms step forward and toss a ball to each other)

Gretal.

Oh, I think I would like that. May I play in the forest?

Girls' Coach.

In the forest we give everyone a chance to try out for all the teams. Those who do not play on the first team may play on class teams. I am certain you will enjoy the game.

Gretal.

I know I shall. I like games, especially tennis.

Girls' Coach.

(As basket ball players step back into group and girl with tennis racquet and another with badminton racquet step forward)

We have tennis courts, and badminton, too.

Tumbler.

(Coming forward). My turn now?

Boys' Coach.

Not yet. Soon.

Tumbler.

Heigh ho! Make it soon. (Goes back, followed by girls)

Boys' Coach.

For the boys there are also many games. There is football, of course. (Boy in football uniform comes over and Hans examines uniform).

Hans.

I'd like that very much.

Boys' Coach.

The game is open to all boys. And basket ball, too. (Basketball

player approaches and stands beside other). In the **S**pring we have baseball. (Baseball player approaches - the three then move back into group).

Gretal.

I like to throw a ball, too.

Girls' Coach.

We have games on the playground for girls as well as for boys.

Hans.

What fun it will be!

Tumbler.

(Tumbling forward) My turn now?

Boys' Coach.

(Laughingly). Oh, yes. I nearly forgot. We also have fun in the gym. Sometimes we play games, sometimes just rough and tumble. This fellow is a member of the Tumbling team. (Tumbler exits).

Hans.

I don't know how to tumble, but I'd like to learn.

Gretal.

I never realized there were so many things to do. What fun it must be.

Girls' Coach.

We shall watch for all new girls.

Boys' Coach.

And all new boys. Your health and well being are our concern in your journey through the forest. (They exit right).

Gretal.

I am no longer afraid. Everyone is so kind and good. When may

we start on our journey?

Spirit.

There are just a few more things. In order to help you find the right path to the world of opportunity, there are many activities -clubs, for example. (Boy with camera and girl come forward) This boy is a member of the camera club, and this girl belongs to the glee club.

Gretal.

I can sing.

Hans.

I like to take pictures.

Spirit.

Then you may join with them. It will delight them and you. (Club members go back). Now, one other thing you must know. Although there will be many to aid you and help you in the forest, you must also learn to help yourself and others. The student council is a group of boys and girls, just like you, who look after as many of their needs as possible. Here is the president. (Comes forward).

President.

Welcome, Gretal Newgirl and Hansel Newboy. I am sure you will learn to know us quickly, and soon you will no longer be a new girl or a new boy, but just one of us in the enchanted forest of Junior High School. (Goes back into group).

Spirit.

Now, you have seen much. More will you see after you enter. Are you now afraid?

Gretal.

(Laughingly) Oh, no. I want to go now.

Hans.

I, too, am eager.

Spirit.

It was natural for you to be confused and frightened, for there is much here that is different from the forest of grammar school. But now you know its secrets, and the paths are all open to you. Come, take my hand. There is but one magic word you need to take you through. That word is PURPOSE. With a purpose, you will find your path and follow it. Will you come?

Gretal.

(Taking her hand). Gladly.

Hans.

(Following). Quickly.

The three enter the woods, the confusion starts again for a moment, but Hans and Gretal go forward. Once well in the group, the Spirit waves her hand. All is quiet for a moment, then with another wave of her hand all begin the singing of the school Alma Mater. Hansel and Gretal are singing with the others as the curtain closes.

Announcer.

(Before the curtain). Now, our tale is told. The enchanted forest of.....Junior High School is open to all. The spirit of the school will ever be beside you on your journey. May it be a happy one for you and for those whom you meet.

The Wizard's Good Deed - Moral and Ethical Guidance Play

Theme is cooperation.-- The play here given was written for this study to illustrate this technique as an aid in developing desirable attitudes, habits, and ideals through emotionalized situations that indicate their worth. The main theme of the play is cooperation, although there is also contained in it some vocational information, and information concerning the desirability of developing habits of orderliness and neatness.

Objectives of program.-- A program which would include this play would have the guidance objective of developing attitudes, ideals, and habits, and the educational objectives of (1) educating in the common or integrating knowledges, ideals, and attitudes, (2) motivating or supplementing classroom work, (3) widening and deepening of pupil interests, (4) emphasizing correct audience habits, and (5) instilling the commonly desired ideals and virtues.

THE WIZARD'S GOOD DEED.

A Guidance Play in One Act.

Cast Of Characters.

Mrs. Smith: A typical mother of middle age. wears a house dress.

Sally Smith: Her daughter. An attractive sophomore . Wears school clothes.

James Smith: Sally's brother. He is a senior in high school, although from his clothes you would never guess it.

The Wizard: A strange looking person in a strange looking costume.

James Smith #2 : The same James Smith ten years older. He is dressed in a business suit that is slightly shabby and worn.

Elsie Smith: The wife of James #2. A Young lady of twenty five or thirty. She wears a house dress.

Ed. Dowell: A successful business man. He is about thirty, well dressed and prosperous looking.

Louise Dowell: Ed's wife. She is about the same age. She wears expensive looking clothes.

Scene.

The living room of the Smiths'. It is a pleasant room, tastily furnished. A large overstuffed faces a fireplace right. L2 is a Governor Winthrop, littered with papers. A small ladderback is before the desk. Large comfortable chairs are down and up L. A book-case is U.L. beside centre entrance. There is a table L. Centre. Down right, almost at the end of the stage, is a large chair. There are end tables and lights appropriately placed about the room.

The curtain rises on an empty stage. After a moment, Sally enters L. carrying her school books in her arms. She goes to the book-case, leaves her books, then proceeds to the desk which she attempts to put in order. She is busily engaged filing letters when Mrs. Smith enters Centre.

Mrs. Smith.

(Going to her) Sally, aren't you home early?

Sally.

A little earlier than usual, perhaps; but I'm going right back again. I wanted to get some notes I filed away a few weeks ago. I've been elected secretary of my class.

Mrs. Smith.

(Not without a touch of pride) Elected secretary of something again? I guess they know a good one when they see one.

Sally.

I don't know a bout that. I suppose they are glad to get anyone who will take minutes and keep them straight.

Mrs. Smith.

(Moving to divan and sitting) That's just what I mean. I don't believe I've ever seen anyone who can put things away and know just where they are months afterward as you do. I never can remember what I do with something five minutes later. I don't know whether I put the ginger in the pantry, or in the kitchen cabinet, or in the jar marked mustard.

Sally.

(Laughingly) I can tell that, Mother, by just looking at this desk. I suppose it's the old story about teaching an old dog

new tricks. But for my part, I like to file things away so that I will know just where they are when I want them. After all, if I'm going to be a private secretary after I graduate, I ought to start training myself now. Don't you think so?

Mrs. Smith.

Why of course, Sally dear. If you didn't have such a special liking for detail, I'd say you ought to think of some other occupation. Now James.....

Sally.

(Disgustedly) Oh, James!

Mrs. Smith.

What has he done now?

Sally.

It isn't anything he's done, Mother. Not really, and perhaps I shouldn't say anything. But he's lost out again!

Mrs. Smith.

(Rising as Sally moves down stage- to R) You mean he didn't get the position he wanted on the school paper?

Sally.

No, he didn't.

Mrs. Smith.

Oh, the poor boy. He'll be so disappointed. He's been talking about it for weeks.

Sally.

Well, it's his own fault, though you could never tell him that.

(Door slams off stage) Oh, oh. Here he comes. Don't say anything about it. He'll never forgive me. (Pretends to read)

Mrs. Smith.

(As another door slams.) You don't have to tell me, I can hear it! (James enters, throws his books in the general direction of the book-case, moves dejectedly up right where he plumps into chair) Now what?

James.

Aw, nothin'.

Mrs. Smith.

I wouldn't say off hand that you were the happiest boy in the world. what's the cause of all the door slamming and pouting?

James.

Who's pouting? (Sharply) Has she been telling you things?

Mrs. Smith.

She doesn't have to tell me things, son. I can see them. Now tell your mother what is wrong. Didn't you get elected to the school paper?

James.

(Vehemently) No! Miss Garvin didn't want me to have it so she fixed it so Ed Dowell would get it. It's just because she doesn't like me.

Sally.

(With vigor) Now that's not so and you know it. Miss Garvin thinks you have more ability as an editor than anyone else in school, and you have.

James.

Oh yeh? If that's so, why didn't I get the job?

Sally.

It wasn't because Miss Garvin didn't like you, nor because you didn't have the ability. You know why it was.

Mrs. Smith.

I'd like to be in on this. James, why didn't you get the job?

James.

I told you, didn't I? The teacher didn't want me to have it.

Sally.

(Rising- with feeling) That's nonsense! Maybe Miss Garvin feels about you as everyone else does who has tried to work with you. You don't know the meaning of the word cooperate! You can't get along with anyone, not even yourself.

James.

Is that so! I suppose you get along swell with everybody. You go around being so nice and mealy mouthed to everyone as though everybody was your best friend. I've got some self respect.

Sally.

Oh, James. If only you did have.

Mrs. Smith.

Children, please. (Sally sits again) James, perhaps there is something in what Sally says. She is merely polite to people, and she tries to understand them and their viewpoints. That's why she is able to get people to do things for her.

James.

Aw, that's just because she is a girl.

Sally.

I suppose you'll be saying next that Ed Dowell got the editor-

ship because he is a sissy. The truth is, he got the job because he knows how to work with people and how to get along with his associates. You have more ability than he; but you can't co-operate, Jimmy.

James.

Aw, stop your preaching. You're always preaching about cooperation.

Sally.

(Moving to book-case and getting books) (Banteringlly) James, dear, if I didn't love you as a sister should, I wouldn't care. But I could be so proud of you.

James.

(Mockingly) If only I'd cooperate.

Sally.

Hurrah! He's learned something, Mother. We're successes! (She hurriedly exits left as James hurls a cushion after her).

Mrs. Smith.

(After a moment- soothingly) I think she's right, James. You may have all the ability in the world, but you'll never be able to put it to its proper use until you learn to work with people.

James.

Preaching, preaching. That's all I get. The teacher says it, Sally says it, and now you're saying it. Why don't you leave a fellow alone. I've got to have some individuality, haven't I?

Mrs. Smith.

Of course. But being cooperative doesn't mean giving up your individuality. That can be part of it.

James.

Well, anyway, I lost the editorship and it's too late now. I still think Miss Garvin could have swung the election for me if she wanted to.

Mrs. Smith.

(Searchingly) Do you really think that?

James.

(Hedging) Well, I sort of do.

Mrs. Smith.

(Sniffing) Oh, goodness! My cakes are in the oven. They'll be burnt to a crisp! (Hurries out centre.)

James.

(Moving dejectedly to chair down right) Now I call that swell! I've got to eat burned cake on top of all this. (Slumps into chair) Gosh! What breaks I get! (While James broods over his troubles the Wizard appears from the left and advances to the centre of the room where he stands watching James, who does not see him.)

Wizard.

Harrumph!

James.

(Surprised) Hey! Who are you? What do you want here?

Wizard.

(Bowing) I beg your pardon. Are you addressing me?

James.

(Trying to rise- he cannot) What's the idea of the outfit, is it a masquerade? Is that you Bill?

Wizard.

My, my. So many questions at once. Now you have me all mixed up trying to figure out which is first and which is last and which come in between. (James struggles again to rise) No need to try to get up. You'll just have to sit there.

James.

Am I seeing things? What is this, anyway?

Wizard.

Dear me. Two more questions. Now I shall have to answer some of them. Let me see. Number one. Who am I?... Now isn't that strange but I've never thought about that myself. I might be 'Weedledum or even 'Weedledee, but I'm not. You can see that... or can't you? Well, let's just say I'm a Wizard, and we'll not go into details.

James.

But..but..

wizard.

(Interrupting) Now, now! No more questions until I answer the others. (Counting on fingers) You really aren't seeing things, just me. You couldn't see me unless I wanted you to. But since you can, we'll both be glad, I think. Let me see. These are my right cl thes, I'm not Bill, and there, I guess you have the answers.

James.

What are you doing here?

Wizard.

Now this isn't a game. You can't sit here and ask me questions

when I have work to do. Besides, I don't know everything- just nearly everything. (Laughs) Ho! Ho! A good one, what? (Picks up James's books) Ah, a fine way to treat friends, eh?

James.

I'll call my mother.

Wizard.

Tush! Twush! She couldn't hear you if you did, and she wouldn't believe you anyway. She couldn't see me. But come, (Moves forward after having put books in book case) I'll tell you what I want. It is a secret. Once a year I have to perform a good deed in order to keep my wizardship, and that's what I'm going to do for you.

James.

For me? I don't want anything from you.

Wizard.

Strange as it may seem, you have no choice. I'll do my good deed for you whether you like it or not- willy nilly as they say. So here goes...my good deed. (Passes hands across James's face, then moves up and down stage making strange gestures and occasionally reaching into a pocket to scatter something about the room). Sands of illusion, my friend. We'll need a lot of it.

James.

(Becoming alarmed) What are you going to do?

Wizard.

Don't be alarmed. I'm only going to do my good deed. I am going to take you forward in time ten years.. Think of it, ten years.

James.

(Consternated) Ten years forward in time?

Wizard.

Exactly. And you won't have to move an inch from where you are. Watch closely. The sands of illusion are working. You can talk to me, but no one else can hear you...nor see you. Now watch and you will see yourself as you will be ten years from now..

James.

(Unbelievably) I'll see myself?

Wizard.

Yourself as you will be IF you go on as you are now. Ah, the sands are working.

James.

I..I don't feel any different.

wizard.

(Moving around James chair until he stands behind him) You won't. That's the magic part of it. Shhhh! Enter, James Smith, age twenty five. (A young man comes in from the centre, moves forward slowly, then dejectedly sits in chair at right and puts head in hands. It is James Smith #2.

James

That's not me. It doesn't look like me.

wizard.

That's because of the sands of illusion. And of course, you're older and you've lost two teeth in a skiing accident. That might account for it.

James.

What's the matter with me; am I crying?

Wizard.

No, not crying. But you're not too happy. You'll find out why in a moment. Here comes your wife.

James.

My what?

Wizard.

I didn't say your what, I said your wife. You're married, you know. A sweet young lady, too. Too good for a fellow who loses every job he gets. Her name is Elsie. Shhh!

Elsie.

(She enters from centre, comes partly into room and stops upon seeing James # 2 - surprised) Why Jim Darling! Why are you home so early. (Greets him- then suddenly) Oh, something has happened. I know it has. Tell me quickly.

James #2.

(With a note of defiance) Yes, something has happened. I've lost my job.

Elsie.

Oh, James. Again? I'm so sorry. (Turns away tearfully)

Wizard.

(Aside to James #1) That's the fourth this year. Pretty good record, what?

James #2.

(With feeling) I'm sorry, Darling. But it wasn't my fault. It was the boss. He's been picking on me for a long time, waiting

for a chance to get something on me. Today he put me on the front page set up with Bill Slattery, and he knew I couldn't work with Slattery. I never could get along with him. That was just the chance the boss was looking for.

Elsie.

So he put you with Slattery to get a chance to fire you.

James # 2.

That's right. How did you know?

Elsie.

(Going to him) It has always been that way, Jim, only you don't realize it. It has always been the boss or someone you couldn't get along with. It has been someone else every time. (Turning from him) Oh, Jim. Can't you see what you are doing to us both?

James # 2.

(Defensively) I'm not doing anything. Gosh, Elsie, can I help it if the boss has it in for me?

Elsie.

All the bosses can't be wrong, Jim. This is the sixth job you've lost in two years, and all because of the boss. Jim dear, I hate to talk to you like this, but I must. You have too much real ability to -- to waste it like this just because you've never learned how to work with other people or to try to understand them.

James # 2.

Now you're preaching, Elsie.

Wizard.

(Slyly to James #1 who is listening raptly) I've heard that before.

Elsie.

(Sitting on arm of chair) I suppose I am. I've always wanted to say this, but I couldn't. Today I had to, for this is our anniversary. And this is the present you bring me.

James # 2.

(Dejectedly) I'm sorry, Elsie.

Elsie.

Of course you're sorry. That's the sad part of it. But it's not too late to start learning how to cooperate. Let's start fresh, get a new job, and really try to work with people.

James # 2

If only the boss would see things my way.

Elsie.

Please don't worry too much about it now. we have company.

James # 2.

Company? Who?

Elsie.

Ed Dowell and his wife just dropped in for a few minutes. They are now out looking at the garden. I've asked them to stay for dinner. I didn't realize you'd (she breaks off) Here they come now. Brace up, Jim.

James # 2

(Rising) Don't tell them about..about my lo^sing my job.

Elsie.

After all, Dear. ~~They~~ might as well know the truth.

Wizard.

(To James # 1) You are ashamed of it, and who wouldn't be!

(Ed Dowell and Louise enter from centre. They greet James # 2 and stand talking to him and Elsie for a few moments)

James # 1.

That's Ed Dowell all right. Only he's in high school now. And that's Louise Trainor.

Wizard.

(To James # 1 as others arrange themselves about room) You forget that this is ten years from now. More sands of illusion for you. (Scatters some) Louise is Dowell's wife. He married her five years ago.

Ed Dowell.

(As he sits left) Well, James. you haven't changed much. A bit thinner, perhaps. How's everything coming along?

James # 2.

Oh, fair, Ed, fair. How is it with you?

Elsie.

(Rising and moving centre) You boys will pardon us, won't you? You must have plenty to talk about, so we'll superintend the dinner while you talk.

Ed Dowell.

Go right ahead. Louise knows how it is with me. I can eat anytime, anywhere, and anything. (The girls exit R to kitchen- Ed moves to overstuffed where he sits) Well, James, I can't complain at all. I'm pretty well fixed for the present, and even better for the future. I'm with Philbricks, wholesale grocers, you know.

James # 2.

No, I didn't know that. In fact, I'd sort of lost touch with everybody. The last I heard you were with some small concern.

Ed Dowell.

Yes, that was Flint's. I went there right after I left high school. I had my mind set on being a salesman, and when I finished that commercial course I was disappointed not to be able to get a job doing what I thought salesmen should be doing. But I took that as the first job that came along, planning all the while to move out as soon as things brightened. But the more I studied customers and groceries, the better I liked it. Now I'm salesmanager for Philbrick. I like my job; in fact, Louise says I sleep it, think it, talk it - but I don't eat it.

James # 2.

Do you have a good boss?

Wizard.

Humph! You would ask that question.

Ed Dowell.

Best in the world. At least, I think he is. We often disagree about things, but we sit right down and talk them out. When I'm convinced he's right, I drop my idea and cooperate wholeheartedly. It really works. But here I am talking about myself. What about you? Do you like your job? You're with the Bugle, aren't you?

James # 2.

No, I haven't been with that paper for over a year. I'm with the Evening Star now. I'd like a change, though.

Wizard.

You'll get one. (He playfully pokes James # 1 in the ribs).

Ed Dowell.

I know a man who is looking for an editor to handle a small city paper he is taking over. It is a fine opportunity for a man who can handle a tough assignment. It will mean a lot of hard work, but that's nothing to a fellow like you. If you can get along with people and get others to work with you and for you, it would be a cinch. How would you like me to suggest you?

Wizard.

Do you think he should?

James # 1.

I could do it.

James # 2.

(Eagerly) Would you do that? I would like to have a chance at it.

Ed Dowell.

I certainly will. As a matter of fact, that was the main reason for our visit. The owner asked me to suggest someone and I told him I thought I had just the man. Why don't you drive over this week end and I'll arrange a meeting with Mr. Spotts, the publisher?

James # 2.

Well, I.. you see.. we don't own a car.

Wizard.

There are many other things you don't have, and you know why.

Ed Dowell.

Then come over by train. I'll meet you at the station.

James #2.

I'll do that. You can count on it. (Enter Louise and Elsie R.)

Elsie.

Dinner is ready. You'll have to hurry and get ready, James. Oh, Elsie has been telling me about her new house. It must be heavenly. How I'd like to see it.

Wizard.

(Aside) Part of the reward for knowing how to work with people.

James # 2.

(As he goes toward centre) You'll have a chance to see it. We're going over Sunday. I'm going to see about a new job. (Exits C.)

Elsie.

(Surprised) Then James has told you he lost his job?

Ed Dowell.

No. Did he?

Elsie.

I thought he had since he mentioned a new one just now. It is really too bad. He feels quite blue about it.

Ed Dowell.

Well, he needn't worry. Amman of his ability can always get a job.

Wizard.

(With a poke in James #1's ribs) But try to keep it.

Elsie.

Well I am sure that any prospects he has will help to cheer him. Do come in to dinner, won't you? (She goes out centre)

Louise.

(Stopping Ed as he starts centre) Do you really think he can do it, Ed?

Ed Dowell.

Why of course I do. He has more ability than a dozen men, only..

Louise.

Only what?

Ed Dowell.

He'll have to know a lot more about cooperation than he did when he was in high school.

Louise.

That's just what I thought. (They go out centre).

Wizard.

(Moving around chair to centre) There, you've seen it all. Not a very bright situation, eh? Do you think you'll get the job? If you do can you keep it? Why can't you? You started asking me questions. Now it is my turn, and you know the answers this time. You had better change before it is too late. Ah, yes.

(Begins to gather in invisible piles of sand from floor) Now I must collect these valuable sands of illusion.... I've done my good deed. You'll see me no more. (Bows, exits L.hurriedly)

James.

(Struggling- rising to his feet) Hey, don't go! (Runs left , then centre) Mother! Mother! (Looks about room, bewildered)

Mrs. Smith.

(Entering R) What's the matter, James?

James.

(Excitedly) Where did he go? Did you see him?

Mrs. Smith.

See whom? When? What are you talking about?

James.

(Still a little bewildered) Gee, I don't know...I guess I was dreaming. You didn't hear anyone talking in here, did you?

Mrs. Smith.

I didn't hear a thing until you shouted a moment ago. I guess you were dreaming, all right. why don't you go outdoors until dinner? You don't want to stay in the house all the time.

James.

(Himself again) No, that's right. I don't. (Starts to go- stops - thoughtfully) Mother, how does one learn to cooperate; to get along with other people?

Mrs. Smith.

Now that is the first sensible question you have asked in a long while. First, James, you must begin by trying to understand the other person. Remember that he feels an importance too. Often he has ideas that he would like to work out himself. If you don't think his ideas are good enough, you must know how to tell him so that his feelings won't be hurt or that he won't be angry. That is the beginning, James.

James.

If I were to help Ed Dowell on the paper, just for fun of it and to learn how to cooperate before it is too late, would I be being a sissy?

Mrs. Smith.

No, my son. You'd be being a man.

James.

(With enthusiasm) Then I'm going over to Ed's. I'm going to offer to work under him. Maybe I'll learn to cooperate before it is too late. Elsie would like that!

Mrs. Smith.

Elsie! Who is Elsie?

James.

(Nonplussed) Well, she is, that is... I really don't know her - yet. (Laughingly as he goes out left) We'll both know her some day, Mother. That's what the Wizard said. (Exit L.)

Mrs. Smith.

(Arms akimbo- turning front and shaking head) I vow, these young people. Wizards. Elsie. I don't know what it is all about; but if they can show him how important it is to get along with other people, more power to them. (Sniffs) Oh, dear. My pudding's burning. (Hurries out right)

Wizard.

(Entering L- strewing sands across footlights- stops centre)
Ah, my good deed is done, and I shall be a Wizard for another year. (Points suddenly to some in audience) And you and you and you had better learn this lesson too! (Hurries left as curtain falls)

End.

Suggested Programs of Talks, Debates, and Motion-pictures.

These devices in presenting occupational information.--

The talks, debates, and motion-pictures suggested for this phase of guidance by no means exhaust the possibilities for the use of these devices. The suggested programs are meant to serve as a type of program which could be used to realize the guidance function of the assembly in presenting occupational information. The educational objectives of these programs are (1) to motivate and supplement classroom work [mainly the class in occupations], (2) to widen and deepen pupil interests, (3) to instill the commonly desired ideals and virtues, (4) to emphasize correct audience habits, and (4) to correlate school and community interests.

Some suggested talks.-- Some suggested talks to be used in assembly programs of occupational information are as follows:

"Occupational Opportunities for High School Graduates in Our Community", by a member of the local employment bureau.

"Business Needs Youth", by a member of the Chamber of Commerce.

"Young Men and the Coming Building Boom", by a local contractor.

"All in a Day's Work", by a local physician.

"Placing Commercial Graduates", by a member of the faculty.

"What Industry asks of the Schools", by a member of the faculty.

"Selling the Saturday Evening Post", by a pupil.

"After School Work and Your Future", by a pupil.

"The C.C.C. and the N.Y.A." by a government representative.

Some suggested debates.-- In all programs using this device, parliamentary order and debate procedure should be followed throughout. Some suggested topics are,

Resolved: That the skilled trades offer the greatest opportunities for young people today.

Resolved: That specific vocational training of high school students is more valuable in securing a position than general vocational training.

Resolved: That the comprehensive high school is of more value in preparing for a vocation than the separate trade school.

Resolved: That the trends in industry indicate that the day of the "specialist" is passing.

Suggested motion-pictures.-- The following films have been selected from the occupational division of a recent film publication^{1/}:

Dredging New York Harbor.

Arc Welding in Building Erection.

Diesel Electric Locomotives and Rail Cars.

The Modern Trend in Turbine Design.

The Automobile.

Pratt and Whitney Motors.

Harvesting the Deep.

Modern Coal Mining.

The Art of Spinning and Weaving

1/ Nelson L. Greene, 1000 and One, Eleventh Edition, Educational Screen, Inc. Chicago Ill. 1936, p. 69-74.

There are a number of films available which are made by industrial organizations. Several of these are -

The Alchemist...The Norton Grinding Company.

The River Rouge Plant... Ford Motor Company.

Safety Glass..... Ford Motor Company.

Suggested talks for leisure-time guidance programs.--

Some talks which might be used in a program in leisure-time guidance are,

"Birds in Our Neighborhood", by a member of the Audobon Society.

"Hunting and Fishing for Fun", by a local game warden.

"Button, Button, Who Collects Buttons?", a talk by a local collector.

"Valuable Coins and Stamps", by a local collector or pupil.

"Using Your Leisure-time Wisely", by a member of the faculty.

The debate and motion-picture in leisure-time guidance programs.-- Some topics for debates that might be used in

assembly programs of leisure time guidance are,

Resolved: That winter sports offer more opportunity for genuine pleasure than do summer sports.

Resolved: That hobbies are valueless time consumers.

Resolved: That group activities are more useful for later life than individual activities.

There are many films available that could be used to present information about leisure-time activities. Among them are,

Beneath the Open Sky Gardening.

Growing Things..... Gardening.
 Fish and Fishing for Everybody..... Fishing.
 Birds of a Feather..... Bird Life.
 Away Dull Care..... Camping and Outdoor Life.
 Hiking Scouts Camping and Outdoor Life.
 Frolics in Frost..... Winter Sports
 The Silvery Art..... Skiing.
 Enemies of Youth..... Wholesome Recreation.
 Sport Almanac..... General Sports.

Some suggested programs in Orientation.-- The talk is the most commonly used device in this phase of guidance. Some talks that could be used, are,

"Departmentalization, What it Means to You", by the Principal.

"Electives and Your Future" by member of the faculty.

"Our Clubs," by pupils.

"Athletics in Our School," by coaches or pupils.

"School Rules and Regulation", by the principal.

Debates and motion-pictures.-- Since there are fewer opportunity for developing controversial subjects in this phase of guidance, not many debates can be used. Such topics as follows might be used satisfactorily:

Resolved: That the student government should have the right to judge all athletic awards.

Resolved: That the home room period be lengthened.

Resolved: That more electives be permitted in the eighth grade.

Any motion picture or activities of the school would serve

in orientation. Some suggested films are,

An Important Football Game.

Commencement Activities.

Our Band.

An Inter-scholastic Track Meet.

Sports for Girls.

Suggested programs for the development of habits, attitudes, techniques, ideals, and interests.-- Programs in this phase of guidance would have educational objectives of (1) motivating and supplementing classroom work, (2) broadening and widening pupil interests, (3) educating the school in the common or integrating knowledges, ideals, and attitudes, (4) unifying the student body, (5) instilling the commonly desired ideals and virtues, (6) emphasizing correct audience habits, (7) promoting an intelligent patriotism, and (8) correlating school and community interests. All three devices lend themselves to this type of program. Some suggested talks are,

George Washington.... by a member of the community.

Abraham Lincoln by a member of the community.

Training for Citizenship.. representative of the local government.

The Life of Edison.. by a member of the faculty.

Your Country and You.. by a member of a local patriotic organization.

Developing Your Personality.. by a local clergyman.

Your School - Its History.. by a member of the school board.

Some topics for debates.-- Debates in this phase of guidance are often confined to characteristics of important people in history and science. Some suggested topics are,
 Resolved: That Benedict Arnold's Perfidy was Justifiable.
 Resolved: That Scientists Have Contributed More of Great Value to Humanity Than Have Soldiers.
 Resolved: That More Inventions are the Result of Human Needs Than of the Inventor's Desire for Personal Gain.

Suggested motion-pictures.-- Many of the films now available for educational use are designed to meet the need in this phase of guidance. Some suggested films^{1/}are,
 Alexander Hamilton.

Civilization.

The Country Doctor.

The Homekeeping of Jim.

Are Parents People?

The Man Who Played God.

Mother.

The New Adventure.

Shame of a Nation.

What a Man Thinks.

1/ Educational Screen, Op. cit. p.112-115.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Summary

Guidance defined.-- The organized guidance movement began in this country in Boston in 1908 and has spread so rapidly in the past two decades that few schools have escaped its impact. This rapid growth has brought forth many problems, a number of which centre about the terminology in the field. Many authorities speak of guidance in terms of qualifying adjectives, while others treat of its phases. For this study guidance is considered a form of systematic assistance by which the individual is helped to make wise choices, adjustments, and interpretations in connection with critical situations in his life. As such guidance has many phases; although there is no sharp differentiation between these phases. Four phases of guidance, vocational, leisure-time, orientation, and ethical or moral , are considered in this study.

Junior high school.-- Because the junior high school is primarily a unit for exploration and discovery, it was selected for this study as the unit in which the assembly could better exercise its guidance function. The history of the jun-

ior high school indicates that it was developed in order to serve better the needs of youth. The junior high school, the unit which comprises the seventh, eighth, and ninth grades, is the result of early experiments in the traditional eight-four system.

Peculiar functions of the junior high school.-- In establishing this unit, the purposes of other units, the elementary school and the senior high school, were more clearly defined. It was then indicated that in order to achieve the aims of education, certain functions must be peculiar to the new unit. Certain of these functions, recognition of individual differences, exploration and guidance, and bridging the gap between the lower and higher schools, are definitely guidance functions. Although no one department of the school assumes responsibility for any one or all of these guidance functions, certain school activities can contribute more than others to them. This study is concerned with the contribution of the assembly.

The assembly.-- The assembly, one of three basic student activities without which no school program is considered complete, has a guidance function. An examination of the history and the definitions of the assembly indicate it to be an all school activity of great social significance. The educational objectives of the assembly as given by authorities, among whom there is an agreement, indicate a close relationship between these and the peculiar functions of the junior high school.

This is indicated in the value of the assembly in aiding in recognizing individual differences, helping the pupil to explore his individual propensities, aiding him in his choice of vocation and leisure-time interests, and in some instances by providing an interest that transcends outside interests, aiding in the retention of pupils.

The guidance function of the assembly.-- The guidance function of the assembly is largely determined by the educational objectives of the programs. When the assembly program aids in realizing any of the guidance objectives given in the definition of guidance, the assembly is functioning in a guidance way. Information can be given about vocations, leisure-time activities, the school and its organization and activities, and about characteristics and virtues important to the development of a well rounded personality. It is accepted that because of its great social value, the assembly aids in the development of proper habits, attitudes, and ideals.

Imparting information through the assembly.-- The need for vocational information is evident because of the changing economic situation in America. The school uses many means of imparting this information, no one of which is adequate in itself. Thus the assembly can function in this phase of guidance. In leisure-time guidance the problem is in acquainting the pupil with the number of activities available and arousing an interest in and a desire to participate in them. The assembly can impart information concerning these activities as well as

provide opportunity for participation through music, drama, and forensics. In orientation, the assembly is a major means of imparting information to the entire student body concerning the school and its activities and organization. In the phase of guidance which has to do with the development of ideals habits, and attitudes, the assembly has long been recognized as having great value.

Techniques used in imparting information.-- In examining the techniques used in imparting information in the assembly and in developing habits, ideals, attitudes, techniques, and interests, this study considers the drama to be one of the most important. The drama is both historically and educationally a sound method of imparting information and emotionalizing learning. The drama provides for both pupil and audience participation. It is admitted that there are certain limitations in the use of this technique, but none that cannot be overcome with proper planning. Other techniques considered are the debate, the talk, and the motion-picture. These are important devices because they are commonly used. Illustrative original programs in this study are based upon these techniques.

Illustrative original programs in drama.-- Four original plays are given to illustrate the drama as a technique in imparting information through assembly programs and in developing certain virtues. The first of these, And Now, Mr. Williams, concerns information of a vocational nature relating to retail trade. The information is based upon a reliable authority. The

second , The Re-creation of Uncle Dan, illustrates the drama as a technique in imparting information about leisure-time activities and the importance of participating in them. The play Babes in the Woods illustrates this technique in orientation. The play is written so that it can be adapted to the problems of an individual school without destroying its dramatic value. The Wizard's Good Deed illustrates this technique in developing certain virtues without being too moralizing.

Further suggested programs.-- The talk, the debate, and the motion-picture are also considered as devices for imparting information and for developing certain virtues. No one complete program is given in these fields, but suggestions are made as to topics for talks, subjects for debates, and titles of motion-pictures that can be used.

Conclusions

Conclusions reached,-- The conclusions reached from this study are:

Certain peculiar functions of the junior high school are definitely guidance functions.

There is a close relationship between the peculiar functions of the junior high school and the objectives of the assembly.

The guidance function of the assembly is largely determined by the objectives of programs presented.

The assembly can function in guidance by (1) giving information, and (2) aiding in developing habits, techniques,

attitudes, ideals, and interests, that will help the pupil to make wise choices, adjustments, and interpretations in connection with critical situations in his life.

The drama is one of the more important techniques used in executing the guidance function of the assembly.

The talk, the debate, and the motion-picture can be used as techniques in executing the guidance function of the assembly.

Suggestions For Further Study

Many questions to be answered.-- The examination of the guidance function of the assembly with particular reference to the drama made in this study has opened up many interesting lines of thought and raised a number of questions to be answered. Probably the most important has to do with evaluating the claims made for the assembly. Standards of evaluation of assembly programs should be set up to determine their effectiveness in achieving their objectives.

Criteria should be set up to measure the effectiveness of the assembly in guidance. If the assembly has a guidance function as indicated, to what extent should it be depended upon to perform that function? What is the relation of the assembly function to the entire program of guidance?

How often should assembly programs in guidance be given?

What should be the preparation of the student body for the program and what means should be used to follow up the program?

Criteria should be set up to determine the relative values of the techniques used in assembly programs of guidance.

These problems by no means exhaust the possibilities for further study that this thesis has opened up. They do, however, indicate what might be done toward establishing more scientifically the guidance function of the assembly.

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